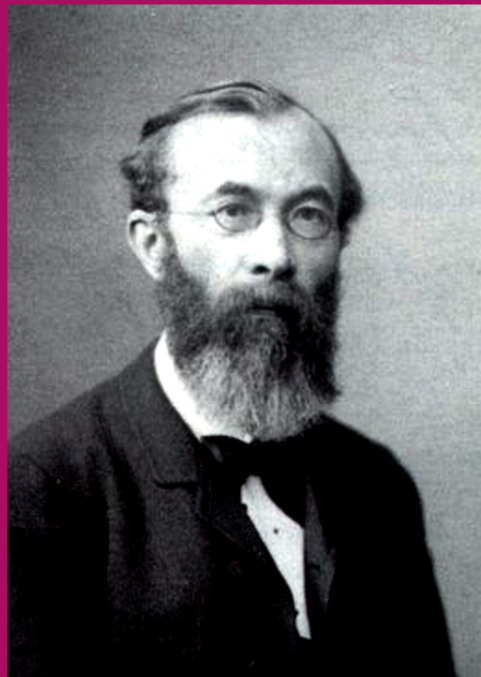


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The International Journal of  
**INDIAN PSYCHOLOGY**

## Person of the Issue



Wilhelm Wundt (1832-1920)

Editor in Chief:  
**Dr. Suresh M. Makvana**  
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**Mr. Ankit P. Patel**





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## INDEX

	<b>Title</b>	<b>Author</b>	<b>Page no.</b>
1	<b>Person of the Issue: Wilhelm Wundt (1832-1920)</b>	Mr. Ankit P. Patel, Mr. Ansh Mehta	01
2	<b>The Science of Human Interaction</b>	Shyam Mehta	05
3	<b>Health and Adjustment of High School Students</b>	Dr. Thiyam Kiran Singh Sanjeev Tripathi Prof. J. Mahato	09
4	<b>Happiness and Wellbeing</b>	Ruchi Sundriyal Dr. Ravindra Kumar	19
5	<b>Effects of Personal Variables of Call Centre Employees on their Psychological well being</b>	Nitin R. Korat Gandharva R. Joshi	28
6	<b>Sports for Positive Mental Health: A Comparative Study of Mental Health among Individual Athletes, Team Athletes And Non-Athletes</b>	Dr. Milan P. Patel Mr. Ankur D. Chaudhari	34
7	<b>The Effect of Vocational Training on Social Freedom and Adjustment of Rural Girls</b>	Dr. Javnika Sheth	44
8	<b>A Study of Academic Anxiety of Secondary School Students With Relation To Their Gender and Religion</b>	Dr. Arvindgiri K. Aparnath	53
9	<b>Marital Adjustment of Tribal and Non-Tribal Women</b>	Rathod Chirag R. Patel Hiren	59
10	<b>The Age Differences in Training of the Holistic Living Life Style.</b>	Nilaben M. Borad	65
11	<b>A Study of Anxiety among Male and Female Adolescents</b>	A. K. Chaudhary Deepika Jain	71
12	<b>Five Factor Model in Iranian Culture: A Psychometrics Analysis of NEO-Five Factor Inventory (NEO-FFI)</b>	Manoochehr Azkhosh Ali Asgari	78
13	<b>An Analytical Study of Attitude toward Sexual Behavior among Graduate and Post-Graduate Student</b>	Pancholi Hareesh	102
14	<b>Job Satisfaction and Organizational Commitment among Public and Private Engineers</b>	Deepak Bhardwaj Shilpa Chouhan Subhash Meena	109

15	<b>School Adjustment of Higher Secondary School</b>	Chauhan Ajay.J Maniya Anil A	120
16	<b>Effect of Media on Children Behaviour: Media Psychological Perspective</b>	Mr. Rajput Kiransinh Natwarsinh	126
17	<b>A Comparative Study on Dimensions of Role Efficacy between Top and Middle Management of Universities in Rajasthan</b>	Chaudhary A.K. Jain N.	138
18	<b>Stress Manage by Yoga</b>	Dr. Jayesh N. Bhalala	144
19	<b>Concept of Space: Sri Madhavacarya</b>	Dr. Uma Sharma	152

## Person of the Issue: Wilhelm Wundt (1832-1920)

Mr. Ankit P. Patel\*, Mr. Ansh Mehta\*\*

	Wilhelm Maximilian Wundt
<b>Born</b>	16 August 1832 Neckarau near Mannheim, Grand Duchy of Baden, German Confederation
<b>Died</b>	31 August 1920 (aged 88) Großbothen, Saxony, Germany <sup>[1]</sup>
<b>Residence</b>	Germany
<b>Nationality</b>	German
<b>Fields</b>	Experimental psychology, Physiology
<b>Institutions</b>	University of Leipzig
<b>Alma mater</b>	University of Heidelberg
<b>Doctoral students</b>	Edward B. Titchener, G. Stanley Hall, Oswald Külpe, Hugo Münsterberg, Vladimir Bekhterev, James McKeen Cattell, Lightner Witmer
<b>Known for</b>	Psychology, Voluntarism
<b>Influences</b>	Gustav Fechner
<b>Influenced</b>	Emil Kraepelin



Wilhelm Wundt was born August 16th 1832 in Germany. He was a psychologist, physician, physiologist, professor, and philosopher. Many historians recognize him as the founding father of psychology, for he was the first to ever to titled as a psychologist. Actually, Wilhelm set psychology apart from philosophy and biology. In 1879, Wundt founded the first laboratory of psychological research at the University of Leipzig, located in Germany. This marked psychology as an individual field of mental studies. His laboratory enabled him to explore the religious beliefs (conceptual aspect) , strange psychological behaviors, the practice of identification of mental disorders and finding damaged parts of the brain. While documenting his research, he learned that psychology was a separate science.

Wilhelm studied under many professors at the variety trio of Universities he attended. Some of these professors inspired him to write textbooks about his studies of Psychology. These works go by the names of Contributions to the Theory of Sense Perception (1858–62), Lectures on the Mind of Humans and Animals in 1863-1864, and Principles of Physiological Psychology. He founded this off of his research as an Inductive Philosopher, Professor of medical investigation, scientific psychology (His master field and what he was known for best.) and of physiology.

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The Wundt had many inspirations throughout his life time that resulted in his development of the famous Psychology Lab. These inspirations were none other than his professors. (1856) shortly after his graduation in medicine from Heidelberg he studied with another famous physiologist. Dr. Johannes Peter Müller, one of his first inspirational colleagues, being Wundt's superior he much to offer to Wilhelm while they shared their knowledge of physiology (The branch of biology that deals with the normal functions of living organisms and their parts.). Years after his interaction with Müller, he met the love of his life, Sophie Mau in the University of Heidelberg. While away at his studies he would send her notes that are sacred in history as important historical documents containing some of his studies. The date is unknown for these two important characters but them too strongly empowered Wundt's thoughts and minds for they were a part of the experimental psychology establishment. Their names were Weber (1795–1878) and Fechner (1801–1887), who worked at Leipzig, inspired Wundt's interest in neuropsychology.

In 1879 the opening of the psychology lab was a success, more and more students piled in to learn the adaption to this branch of scientific mental studies. This lab was to emphasize psychology as a completely different branch from all else. Psychology was to be known as the scientific, analytical process of the human mind and its functions.

## Timeline

- 1832 born at Neckarau/Mannheim, August 16th
- 1845 enters Bruchsal Gymnasium
- 1851-2 study of medicine at Tübingen
- 1852-5 study of medicine at Heidelberg
- 1853 first publication “on the sodium chloride content of urine”
- 1855 medical assistant at a Heidelberg clinic
- 1856 semester of study with J. Müller and DuBois-Reymond at Berlin; doctorate in medicine at Heidelberg; habilitation as Dozent in physiology; nearly fatal illness
- 1857-64 Privatdozent at the Physiological Institute, Heidelberg
- 1858 Beiträge zur Theorie der Sinneswahrnehmung; Helmholtz becomes director of the Heidelberg Physiological Institute
- 1862 first lectures in psychology
- 1863 Vorlesungen über die Menschen- und Tier-Seele
- 1864 made ausserordentlicher Professor; lectures on physiological psychology (published as [Wundt, 1874])
- 1870-71 Fails to be named Helmholtz's successor at Heidelberg; Army doctor in Franco-Prussian War
- 1873-4 Publishes Grundzüge der physiologischen Psychologie
- 1874 called to Zürich to the professorship in “inductive philosophy”;
- 1875 called to Leipzig as professor
- 1879 founds the Institut für Experimentelle Psychologie, Leipzig; birth of son, Max
- 1881 Philosophische Studien founded

- 1880-83 Logik, 2 vols.
- 1886 Ethik, 3 vols.
- 1889 System der Philosophie, 2 vols.
- 1889-90 Rector of Leipzig University
- 1904 Völkerpsychologie, 2 vols.
- 1915 emeritus status
- 1917 retires from teaching; replaced by his student, Felix Krueger
- 1920 Dies at Grossbothen, near Leipzig, at the age of 88, August 31<sup>st</sup>

## Publications

Wundt was extremely prolific in publications, of which this is a selection only.

- *Die Lehre von der Muskelbewegung* (The Patterns of Muscular Movement), (Vieweg, Braunschweig 1858).
- *Die Geschwindigkeit des Gedankens* (The Velocity of Thought) (Die Gartenlaube 1862, Vol 17, p. 263)
- *Beiträge zur Theorie der Sinneswahrnehmung* (Contributions on the Theory of Sensory Perception), (Winter, Leipzig 1862).
- *Vorlesungen über die Menschen -und Tierseele* (Lectures about Human and Animal Psychology), (Voss, Leipzig 1863/1864).
- *Lehrbuch der Physiologie des Menschen* (Text-book of Human Physiology), (Enke, Erlangen 1865).
- *Die physikalischen Axiome und ihre Beziehung zum Causalprincip* (Physical Axioms and their Bearing upon Causality Principles) (Enke, Erlangen 1866).
- *Handbuch der medicinischen Physik* (Handbook of Medical Physics), (Enke, Erlangen 1867)
- *Grundzüge der physiologischen Psychologie* (Principles of Physiological Psychology), (Engelmann, Leipzig 1874) (has been revised and republished several times<sup>[22]</sup>)
- *Untersuchungen zur Mechanik der Nerven und Nervencentren* (Researches upon the Mechanisms of Nerves and Nerve-Centres), 1876
- *Logik. Eine Untersuchung der Principien der Erkenntniss und der Methoden Wissenschaftlicher Forschung* (Logic. An investigation into the principles of knowledge and the methods of scientific research), (Enke, Stuttgart 1880 & 1883), 3 Volumes and vol. 4
- *Essays*, (Engelmann, Leipzig 1885).
- *Ethik* (Ethics), (Enke, Stuttgart 1886)
- *System der Philosophie* (System of Philosophy), (Engelmann, Leipzig 1889).
- *Grundriss der Psychologie* (Outline of Psychology), (Engelmann, Leipzig 1896).
- *Völkerpsychologie* (Social Psychology), 10 Volumes, (Engelmann, Leipzig 1900 to 1920)
  - 1, 2. *Die Sprache* (Language), Pt 1, 2. (1900)
  - 3. *Die Kunst* (Art). (1908)
  - 4, 5, 6. *Mythos und Religion* (Myth and Religion), Pt 1, 2, 3. (1910, 1914,)
  - 7, 8. *Die Gesellschaft* (Society), Pt 1, 2. (1917)
  - 9. *Das Recht* (Right). (1918)

- 10. *Kultur in der Geschichte* (Culture in History). (1920)
- *Kleine Schriften* (Shorter Writings), 3 Volumes, (Engelmann, Leipzig 1910).
- *Einleitung in die Psychologie* (Introduction to Psychology), (Engelmann, Leipzig 1911).
- *Probleme der Völkerpsychologie* (Problems of Social Psychology), (Wiegandt, Leipzig 1911).
- *Elemente der Völkerpsychologie* (*The Elements of Social Psychology*), (Kröner, Leipzig 1912).
- *Reden und Aufsätze* (Addresses and Extracts), (Kröner, Leipzig 1913).
- *Sinnliche und übersinnliche Welt* (The Sensory and Supersensory World), (Kröner, Leipzig 1914).
- *Über den wahren Krieg* (About the Real War), (Kröner, Leipzig 1914).
- *Die Nationen und ihre Philosophie* (Nations and Their Philosophies), (Kröner, Leipzig 1915).
- *Erlebtes und Erkanntes* (Experience and Realization), (Kröner, Stuttgart 1920).
- *Philosophische Studien* (the first journal of psychology), 1871

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## The Science of Human Interaction

Shyam Mehta\*

### ABSTRACT

In the case of a man and woman, there are four forces that drive them together. These four are weak, semi strong, strong or super strong, depending on distance. Distance here is not centimetres or kilometres, but is measured in terms of love and affection. Affection can be negative, which means that you dislike somebody, it can be zero which means that you are indifferent to him or her (for example, you might not know him or her), it can be modest and it can be large. When your affection for your spouse exceeds your affection for yourself, it turns into love. So, this is the measure of distance between a man and a woman.

**KEY WORDS-** Psychology, the mind, love, self-interest, greed

### TEXT

The force that drives two people together when the distance is negative is called greed. It is in yoga philosophy known as breaking the fifth of the principles of ethics, aparigraha (non acceptance of gifts). You should not believe that just because a man and a woman live together as man and wife they have positive affection for each other. In a typical marriage after about four years, affection has turned negative. Because the mind is involved, neither the man nor the woman knows the true status of their heart. Hence, they will not know whether they have positive or negative affection for their partner. This is all to do with Western education: focusing on mental activity. Obviously, the greater is their dislike of each other, the greater is their greed, if they are together. Just as an appropriately designed test can measure the dislike that you have of another person, one can also determine greediness. You will find that there is a 1 to 1 correspondence.

---

\*Student, University of Cambridge, London, United Kingdom

As dislike turns to like and the distance between the two people becomes small, greediness (between them) becomes small also. It disappears completely only when your love for your partner becomes infinitely more than your love for yourself. This then is the first law of human interaction.

Now let us turn to the second law of human interaction. Again, classification into weak or strong etc. cannot be made, just as it cannot be made for the four physical forces. The classification is best made based on distance. So, since we have started with a classification of forces which are strong when the distance is large, let us move to the next force which is strongest, which is dominant, when the distance is about zero. At this distance, you are indifferent to your partner or acquaintance. There is a business relationship. The relationship is about trade. In other words, it is about self-interest. The second law of human interaction is to do with self-interest. Every human being when they meet someone to whom they are indifferent operates on the basis of self-interest. There may be other forces as well, but this is the second force underlying human interactions. Self-interest drives the deal, drives what happens whenever the two people interact more than any other of the four forces. As the distance becomes further (dislike) or closer (affection and love) self-interest becomes less of a driving motive.

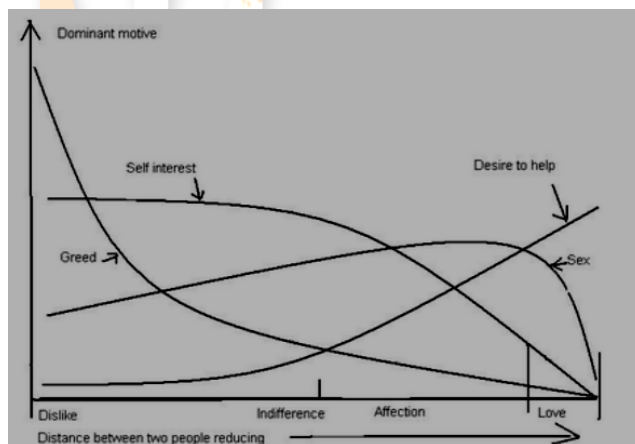
The third law of human interaction takes over when the distance is getting small. In other words, it reaches a maximum when affection for your partner is at the point of becoming love. You are close to each other. At least, you are close to him or her. At this distance, the driving motive behind your interaction with him or her is sex. Nowadays, very few people have large affection for their partners. Hence, they are preoccupied with their business and work affairs, with quarreling and so forth. Sex is low down on their priorities. When you reach the point, or rather if you ever reached the point where you love your spouse as much as you love yourself, then your desire for him or her is enormous. You can reach just thinking or looking at him or her. You need him or her amazingly. One should not think that sex desire is small at other distances. Sex is the most basic human and animal driving force. An animal does not have greed. It has self-interest and sex. Sexual desire in an animal happens even though it does not love, cannot love.

Similarly, with a human, sexual desire becomes enormously strong as the distance to orgasm

approaches.

These are the two factors that govern the strength of sexual desire for human beings. However, nowadays sexual desire is becoming weaker and weaker even when these two measures of distance are fixed. If these two measures of distance are large then sexual desire is small. Let us now turn to the final driving force behind all human interaction. This is the wish to help other people. As your affection or your love increases for a person, your desire to help him or her increases. In the case of God, there are those who wish to come close to Him. His love for such a person is infinite. His desire to help that person is correspondingly infinite. It cannot be measured. In the case of a human, it can be measured. It never reaches infinity. A man may say or a woman may say I love you with all of my heart. But this does not mean that they have infinitely more love for you than they have for themselves. The following diagram illustrates the above four fundamental motives:

I have a scale in the work that I do that measures, approximately, the love or affection or dislike that you have for another person. At the point where affection turns into love, my "love



percentage" is 40 percent. Infinite love is on this scale 100 percent. It cannot exceed 100 percent. So, when my love percentage is less than zero percent, greed increasingly is the force that keeps a couple together.

When the love percentage is about zero percent, they are together because of self-interest. In the zone of the love percentage

being between zero percent and 40 percent, the three main factors that operate are self-interest, sex and a wish to help the partner. When the percentage reaches 40 percent, self-interest is only a small factor. The dominant factor is either sex or the desire to help your partner.

When the percentage reaches about 95 percent, you surrender your, body mind and soul to your partner. In India, this is called Ishvara Pranidhana: surrender to God. At this stage, sex is nice.

But by far and away the dominant factor is desire to help your partner. It is not possible for a

human being to exceed this 95 percent love percentage.

Just to sum up the concept of human distance, there is a single scale, ranging from nearly complete dislike (-95%) to indifference (0%) to affection, leading to love (40% to 95%).

Some people never seem to take notice of what one says, even though it is in their benefit. There are 3 types of people, those who listen, those who read and those who do neither. When two people interact, it is their distance apart (see above) that determines whether they will accept what you say or accept what you write to them. If the dominant motive is greed, they will do neither. If the dominant motive is the desire to help, they will also do neither. If the dominant motive is sex, the person will accept what you write to them and if it is self-interest, they will accept what you say. So, it is quite easy to find out how to approach the person, or whether there is no point.

This is the complete science of human interaction.

## **CONCLUSION**

There are four motives which govern your interactions with other people: self-interest, greed, sex and desire to help. How powerful these motives are depending on your 'distance' from the other person, and this distance is measured in terms of affection. Affection can be negative, zero, small positive or large and positive.

## **ABOUT THE AUTHOR**

Shyam Mehta, by exclusively trying to follow God's will, and by wishing to help all mankind develop love and happiness in their lives, gets constant inspiration from God. He has written hundreds of articles and over 50 books on a wide variety of subjects such as sex, love, marriage, the emotions, the mind, religion, yoga, health, history, how to educate children, economics, physics, investment, and philosophy.

## Health and Adjustment of High School Students

Dr. Thiyam Kiran Singh\*, Sanjeev Tripathi\*\*, Prof. J. Mahato\*\*\*

### Abstract

In this study random sampling technique was used in which total samples of 186 were collected out of which 72 were boys and 114 were girls with the age range of 13 to 18 years. All these participants were administered P.G.I. Health Questionnaire developed by Verma, Wig and Prasad (1978) and Bell Adjustment Inventory developed by Mohsin and Shamshad (1968) to find out healthy students and unhealthy students. The purpose of the study is to compare boys and girls on Bell Adjustment Inventory to find out any significant difference in home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment. Another purpose is to compare healthy group and unhealthy group on Bell Adjustment Inventory to find out any significant difference in home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment. The result found no significant between boys and girls in the domains of Bell Adjustment Inventory: home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment. Where as the result found significant in comparison between healthy students and unhealthy students in all the domains of Bell Adjustment Inventory: home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment which signifies that healthy students were adjusted well in all the domains of Bell Adjustment Inventory mentioned above.

**Key words:** - General Health, Adjustment, High school, Students.

School mental health and adjustment problems are the most fascinating study area of these days. Students of higher classes are under constant pressure of competition with peers, about future of career opportunities, parents and teachers expectation etc. These issues can lead to-

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- adjustment problems in teenager and adolescent students. Many mental disorders have their beginnings in childhood or adolescence. The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. The concern therefore extends to how the school facilities can be enhanced and improved to meet the growth needs of the children. Several studies have been reported in the area of social, educational, health and emotional adjustment of school students of both sexes. Some studies try to relate adjustment with variables like intelligence, achievement, age, sex, socio-economic status, needs, anxiety, and security. Student's reaction to frustration has also been studied. A few studies focused on the nature, causes and extent of indiscipline among students. The relation between indiscipline and variables like achievement, participation in co curricular activities etc. were also examined. A review of the studies carried out in the field of adjustment as reported in the three surveys of educational research edited by Buch (1991) reveals that no systematic attempt has yet been made to develop a tool for the assessment of adjustment problems of school students. Child and adolescent mental health and adjustment have been largely a neglected area in India. Researches in the area of child and adolescent mental health of rural and urban areas is negligible and epidemiological information gathered in this area cannot be generalized because of methodological limitations like small and non-representative samples and the lack of standardized screening tools. Prevalence studies reveal the prevalence of clinically significant child and adolescent psychopathology ranging from 1.56% to 35.5% in school going children (Bhasin et al, 2010). Surveys of individual psychiatric disorders and of incidence and period prevalence are yet to be conducted in this population of children. Looking into this perspective, current research work has been carried out in the area of high school students to identify the problematic areas for adjustment so that an adequate management and preventive measures could be formulate.

## **METHODOLOGY**

### **Aim:**

The aim of this study is to assess the health and adjustment among school going children and adolescents.

### **Hypotheses:**

1. There will be mental health problems in high school going students.
2. There will be adjustment problems in high school going students
3. There will be significant relationship in adjustment and mental health of high school going students.

### **Research Design:**

This research was adopted by using completely randomized designs as it studied the effects of one primary factor i.e. health on adjustment without the need to take other nuisance variables into account.

### **Sample:**

Sample of 186 (72 Boys and 114 Girls) students in the age range 13 to 18 years from four schools of Raipur city were collected randomly for the study.

### **Inclusion Criteria:**

- Students in the age range of 13 to 18 years were included.
- Students of class 9<sup>th</sup> to 12<sup>th</sup> were included for the study.
- 94 Healthy and 92 Unhealthy high school students.
- Those who were able to comprehend the instructions and cooperative.

### **Exclusion Criteria:**

- Students above or below the age range of 13 to 18 years were excluded.
- Students other than class IX<sup>th</sup> to XII<sup>th</sup> were excluded.
- Who were not able to comprehend the instructions and uncooperative.



## **Tools Used:**

### **1. PGI Health Questionnaire:**

This questionnaire has been developed by Verma N.N. Wig and D.Prasad (1978). The test consists of 38 items having two dimensions namely, physical and psychological. The number of ticks on section 'A' and 'B' indicate the respective scores, which can be then added up to give a total score also. The test retest reliability is 0.88 split-half reliability is 0.86 and inter co-relation is 0.81.

### **2. Bell Adjustment Inventory (Mohsin & Shamshad, 1968):**

Mohsin & Samshad's Indian adaptation of Bell adjustment inventory (Hindi form) was used to assess the adjustment of sample group. It consists of 135 items, retained as a result of item analysis, out of 140 items. The inventory measures adjustment in four different areas – home, health, social, and emotional. Its reliability ranges from 0.70 to 0.92 and validity is also very high.

### **Procedure:**

In this study the total samples of 186 school going students age range from 13 to 18 years fulfilling inclusion and exclusion criteria from class IX to XII were collected. They were administered PGI Health questionnaire to check healthy and unhealthy students and Bell Adjustment Inventory to check their adjustment regarding home, health, social, emotional and over all adjustment. The data were collected from four different schools in Raipur city. The study was conducted in reputed institution namely Post Graduate Institute of Behavioural and Medical Sciences (PGIBMS), Raipur.

### **Statistical Analysis:**

Statistical Analysis was done using the statistical software namely Statistical Package of Social Science (SPSS-16.0)



**RESULTS:****Tables:****Table 1 Shows, the Mean age and S.D. of High School Students.**

Variables	Mean	SD
Age	14.87	1.39

Table show the mean age and standard deviation of high school students and found 14.8 years of mean with SD of 1.39.

**Table 2 Shows, comparison of high school Boys and Girls students on Bell Adjustment Inventory.**

Bell Adjustment Inventory	Student's Group	N	Mean of maladjustment	SD	SE	t – Value
Home	Boys	72	2.361	1.281	0.151	0.984
	Girls	114	2.175	1.235	0.115	
Health	Boys	72	2.444	1.220	0.143	1.159
	Girls	114	2.236	1.169	0.109	
Social	Boys	72	2.361	1.011	0.119	0.101
	Girls	114	2.377	1.084	0.101	
Emotional	Boys	72	2.555	1.099	0.129	0.220
	Girls	114	2.517	1.176	0.110	
Overall Adjustment	Boys	72	2.694	1.182	0.139	1.611
	Girls	114	2.403	1.209	0.113	

**\*Significant at 0.05 level (2-tailed) \*\*Significant at 0.01 level (2-tailed)**

Table shows comparison of high school Boys and Girls students on Bell Adjustment Inventory and the result found no significant difference in all the domains- Home adjustment, Health adjustment, Social adjustment, Emotional adjustment and Overall adjustment.

**Table 3 Shows, details of High School Students on Bell Adjustment Inventory and PGI Health Questionnaire.**

Bell Adjustment Inventory	PGI Health Questionnaire	N	Mean of maladjustment	SD	SE	t- Value
Home	Healthy	94	1.776	1.038	0.107	5.584*
	Unhealthy	92	2.729	1.276	0.133	
Health	Healthy	94	1.744	1.004	0.103	7.570**
	Unhealthy	92	2.902	1.079	0.112	
Social	Healthy	94	2.085	0.980	0.101	3.879*
	Unhealthy	92	2.663	1.051	0.109	
Emotional	Healthy	94	1.968	1.062	0.109	7.824**
	Unhealthy	92	3.108	0.919	0.095	
Overall Adjustment	Healthy	94	1.957	1.046	0.107	7.224**
	Unhealthy	92	3.087	1.085	0.113	

**\*Significant at 0.05 level (2-tailed) \*\*Significant at 0.01 level (2-tailed)**

Table shows comparison of healthy and unhealthy High School Students on Bell Adjustment and the result found significantly different under the domains of Home adjustment ( $t = 5.584$ ,  $P < 0.05$ ), Health adjustment ( $t = 7.570$ ,  $P < 0.01$ ), Social adjustment ( $t = 3.879$ ,  $P < 0.05$ ), Emotional adjustment ( $t = 7.824$ ,  $P < 0.01$ ) and Overall adjustment ( $t = 7.224$ ,  $P < 0.01$ ) of Bell adjustment inventory which signifies that healthy students are well adjusted in the domains of – Home, Health, Social, Emotional and Overall adjustment than unhealthy students.

**Table 4 Shows, co-relationship between Bell Adjustment Inventory and PGI Health Questionnaire.**

Variables	Home	Health	Social	Emotional	Overall Adjustment	PGI Health Questionnaire
Home	1	0.697**	0.290**	0.722**	0.792**	0.381**
Health	0.697**	1	0.354**	0.645**	0.703**	0.487**
Social	0.290**	0.354**	1	0.508**	0.572**	0.275**
Emotional	0.722**	0.645**	0.508**	1	0.847**	0.500**
Overall Adjustment	0.792**	0.703**	0.572**	0.847**	1	0.470**
PGI Health Questionnaire	0.381**	0.487**	0.275**	0.500**	0.470**	1

**\*Significant at 0.05 level (2-tailed) \*\*Significant at 0.01 level (2-tailed)**

Table shows correlation between Bell Adjustment Inventory and PGI Health Questionnaire and the result found significantly positive correlation in all the domains of Bell adjustment inventory and PGI Health questionnaire which signifies that with the increase in General health the overall adjustments in terms of home, health, social and emotional also increased.

### **DISCUSSION:**

The result found no significant difference between boys and girls in all the domains and overall adjustment. Similarly, Gupta and Gupta (2011) conducted a study on 100 students who were selected from various schools of Meerut. In which two groups were formed according to their gender. Mean, S.D. & Critical Ratio were calculated. They found boys and girls have same order of adjustment. It means the opinion of teachers of co-educational institution that girls adjust better than boys is wrong. Adhiambo, et al. (2011) did a study on the relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu district Kenya and the result found that there were no significant differences between girls and boys in school adjustment.

The result shows significant difference while comparing two group i.e. healthy group and unhealthy group under the domains of home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment of Bell adjustment inventory. The findings indicate that students who have better mental health also have better adjustment in the dimensions of – Home, Health, Social and Emotional. This may be because healthy students might be getting benefit from medium of instructions of schools, management of the schools, possess good mental health and also may have good environment. Supportively, Raju and Rahamtulla (2007) found out that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment. In the study of [Sinha](#) (2010) those prisoners who obtained poor adjustment in social and emotional areas has significant association between mental health problems. **Khokhar (2007)** found deprived adolescents from enriched environmental stimulation have lower self-adjustment. Poor environmental surrounding such as lack of good houses, neat and clean water sunlight and fresh air deteriorate the self-adjustment of adolescents. In the study of Clark (2005) the result found social support is one of most important

factors in predicting the physical health and well-being of everyone, ranging from childhood through older adults. The absence of social support shows some disadvantage among the impacted individuals. In most cases, it can predict the deterioration of physical and mental health among the victims.

The result found significantly positive co-relation in all domains of Bell adjustment inventory and PGI Health questionnaire which signifies that with the increase in general health the overall adjustments in terms of home, health, social and emotion increased and with the decrease of general health the overall adjustment were also decrease. Likewise, Roy (2012) found in his study that mentally retarded subjects had greater adjustment problems than the normal control group. Hans et al. (2000) found young people with schizophrenia showed poor peer engagement, particularly heterosexual engagement and social problems characterized by immaturity and unpopularity with peers. Young people whose parents had other disorders showed different patterns of social maladjustment characterized by difficult, conflictual relationships with peers and family. Lewis and Darby (2004) found maternal depressed mood and the quality of the parent-child relationship significantly influenced adolescent adjustment during the acute phase of the mother's breast cancer.

## **SUMMARY AND CONCLUSION**

The study was conducted to assess the health and adjustment among school going students. In this study a sample of 186 students were taken from four different schools of Raipur as per inclusion and exclusion criteria using random sampling method. From this study it can be concluded that there is no significant difference between boys and girls in the domains of home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment. Whereas the result significant difference in comparison between healthy students and unhealthy students in the domains of home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment of Bell Adjustment Inventory which signifies that healthy students were adjusted well in the domains of home, health, social, emotional and overall adjustment.

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## Happiness and Wellbeing

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### ABSTRACT

Happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions ranging from contentment to intense joy. Happiness as a concept seems to be readily embraced by the majority of people and appears to be more valued than the pursuit of money, moral goodness or going to heaven. Philosophers and religious thinkers often define happiness in terms of living a good life, or flourishing, rather than simply as an emotion. Happiness economics suggests that measures of public happiness should be used to supplement more traditional economic measures when evaluating the success of public policy. Happy people are healthy people. Happy people live longer and enjoy a greater quality of life. They function at a higher level, utilizing their personal strengths, skills, and abilities to contribute to their own well-being as well as that of others and society. Wellbeing is a contented state of being happy and healthy and prosperous. Psychological well-being refers to how people evaluate their lives. These evaluations may be in the form of cognitions or in the form of affect. The cognitive part is an information based appraisal of one's life that is when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. Most people evaluate their life as either good or bad, so they are normally able to offer judgments. People invariably experience moods and emotions which have a positive effect or a negative effect. We can define psychological well-being in terms of internal experience of the respondent and their own perception of their lives. People have a level of subjective well-being even if they do not often consciously think about it, and the psychological system offers virtually a constant evaluation of what is happening to the person.

**KEYWORDS:** *Happiness, wellbeing, life satisfaction, cognitions*

### INTRODUCTION

The basic tendency of human being is to express the emotions in his environment towards the stimulus. Basically, we express our emotions in two ways as positive or negative form.

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When we feel pleasure experience in our environment we express positive emotions and when we feel sad experience in our environment we express negative emotions. The mental state of expression of positive emotions in a pleasure form may be called happiness. Expression of positive emotions depends on the positive functioning of physical, psychological and social functioning. In other words we can say that happiness is the combination of physical, psychological and social wellbeing. Happiness has been a topic of interest for many centuries, starting with ancient Greek philosophy, post-enlightenment western-european moral philosophy to current quality-of-life and well-being research in social, political and economic sciences.

A Philosopher and Religious thinkers often define happiness in terms of living a good life, or flourishing, rather than simply as an emotion. A Sociologist defines happiness in social aspects and relationships in the society. A Medical professional defines happiness as a state of complete physical health rather than simply as an emotion. An Economist defines happiness as a state of good economic condition rather than simply as an emotion. A Psychologist defines happiness as a good mental health and psychological wellbeing. In short, it can be concluded that meaning of happiness and wellbeing is different according to experts from different areas and specialization. As a scientific enterprise, positive psychology focuses on understanding and explaining happiness and subjective well-being and accurately predicting factors that influence such states. As a clinical Endeavour, positive psychology is concerned with enhancing subjective well-being and happiness, rather than remediating deficits.

Seligman (2002) in his book Authentic Happiness classifies positive emotions into three categories: those associated with the past, the present and the future. Positive emotions associated with the future include optimism, hope, confidence, faith and trust. There are two distinct classes of positive emotions concerned with the present: momentary pleasures and more enduring gratifications. The pleasures include both bodily pleasures and higher pleasures. Bodily pleasures come through the senses. Feelings that come from sex, beautiful perfumes and delicious flavors fall into this category. In contrast higher pleasures come from more complex activities and include feelings such as bliss, glee, comfort, ecstasy and ebullience. Gratifications differ from pleasures in that they entail states of absorption or flow that come from engagement in activities which involve using our unique signature strengths. Sailing, teaching and helping others are examples of such activities. Signature strengths are personal traits associated with

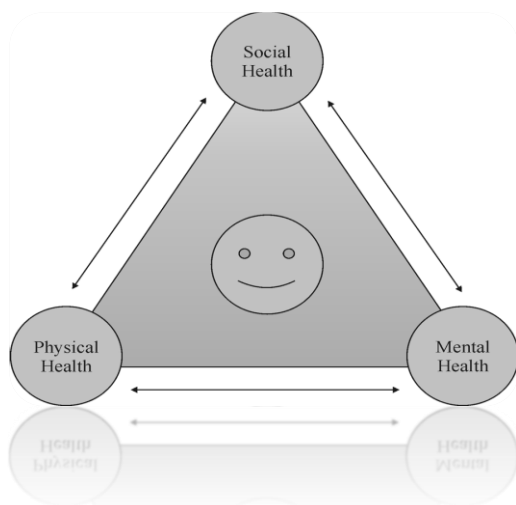


particular virtues defined in the values in action classification of strengths (Peterson and Seligman, 2001).

Happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions ranging from contentment to intense joy. A variety of biological, psychological, religious and philosophical approaches have striven to define happiness and identify its sources. Many theories of happiness have been proposed since Aristotle's brilliant insights. These theories can be categorized into three groups: (1) need and goal satisfaction theories, (2) process or activity theories, and (3) genetic and personality predisposition theories. The first constellation of theories centers on the idea that the reduction of tensions (e.g., the elimination of pain and the satisfaction of biological and psychological needs) leads to happiness. Freud's pleasure principle and Maslow's (1970) hierarchical needs model represent this approach. In support of this view, Omodei and Wearing (1990) found that the degree to which individuals' needs were met was positively associated with the degree of their life satisfaction.

### **BASIC INTERLINKED ELEMENTS OF HAPPINESS & WELLBEING**

Happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions. A variety of biological, psychological, religious and philosophical approaches have striven to define happiness and identify its sources. When we analyzed these approaches we find that happiness and wellbeing is a state of mind developed by three basic interlinked elements such as physical or structural health, psychological or mental health and social health. These three elements are interlinked and affect each other. If we find complete ourself on physical element, we reach to second element as mental health and in the last after completing both physical and mental health; we will reach to the social element which is known as social health.



If we construct a hierarchical structure of the elements of happiness & wellbeing it may be defined as the three basic interlinked elements such as physical health, psychological health and social health. Happiness and wellbeing may be defined with the three basic elements are as follow:

**[Figure I: Basic Interlinked Elements of Happiness & Wellbeing]**

### **Physical or Structural Health:**

Physical or Structural health can be determined by considering someone's height/weight ratio, their body mass index, their resting heart rate and recover time after exercise. Physical health has been the basis for active living campaigns and the many nutrition drives that have swept the industrialized world.

### **Psychological or Mental Health:**

Psychological or Mental health is a state of well-being in which we realize our abilities, can cope with life's normal stresses, and can work regularly and productively. If someone is suffering from mental health difficulties, they may attend counseling or psychotherapy to 'unlock' previous emotional turmoil and then actually use their past emotional trauma in order to grow and develop their emotional intelligence, thereby improving their overall emotional health.

### **Social Health:**

Social determinants of health are the economic and social conditions and their distribution among the population that influence individual and group differences in health status. According to some viewpoints, these distributions of social determinants are shaped by public policies that reflect the influence of prevailing political ideologies of those governing a jurisdiction. After analyzed the basic interlinked elements we reach on a conclusion that physical and psychological health is the foundation element of social health. Social health leads to the stage of wellbeing and happiness. These three elements play an important role in the development of positive emotions, strength, happiness and wellbeing.

World Health Organization defined the concept of health that "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1948). The World Health Organization addressed the interdependence of physical health and social-emotional well-being along with the appreciation of health as more than freedom from impairment. Components of health and well-being are mutually interrelated (WHO, 1948).

### **MASLOW'S HIERARCHICAL NEEDS MODEL**

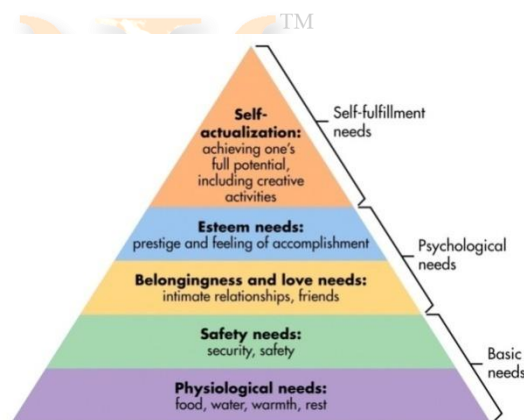
Maslow's hierarchy of needs concept assumes that lower level needs must be satisfied or at least relatively satisfied before higher level needs become motivators. These needs, which Maslow often referred to as basic needs, can be arranged on a hierarchy or staircase, with each ascending

step representing a higher need but one less basic to survival. Lower level needs have prepotency over higher level needs; that is, they must be satisfied or mostly satisfied before higher level needs become activated. For example, anyone motivated by esteem or self-actualization must have previously satisfied needs for food and safety. Hunger and safety, therefore, have prepotency over both esteem and self-actualization.

Maslow (1970) listed the following needs in order of their prepotency: physiological, safety, love and belongingness, esteem, and self-actualization:

**Physiological Needs:** The most basic needs of any person are physiological needs, including food, water, oxygen, maintenance of body temperature, and so on. Perpetually hungry people are motivated to eat—not to make friends or gain self-esteem. They do not see beyond food, and as long as this need remains unsatisfied, their primary motivation is to obtain something to eat (Maslow, 1970).

**Safety Needs:** When people have partially satisfied their physiological needs, they become motivated by safety needs, including physical security, stability, dependency, protection, and freedom from threatening forces such as war, terrorism, illness, fear, anxiety, danger, chaos, and natural disasters. The needs for law, order, and structure are also safety needs (Maslow, 1970).



[Figure II: Maslow's (1970) Hierarchical Needs Model]

**Love and Belongingness Needs:** After people partially satisfy their physiological and safety needs, they become motivated by love and belongingness needs, such as the desire for friendship; the wish for a mate and children; the need to belong to a family, a club, a neighborhood, or a nation. Love and belongingness also include some aspects of sex and human contact as well as the need to both give and receive love (Maslow, 1970).

**Esteem Needs:** To the extent that people satisfy their love and belongingness needs, they are free to pursue esteem needs, which include self-respect, confidence, competence, and the knowledge that others hold them in high esteem. Maslow (1970) identified two levels of esteem needs—reputation and self-esteem.

**Self-Actualization Needs:** When lower level needs are satisfied, people proceed more or less automatically to the next level. However, once esteem needs are met, they do not always move to the level of self-actualization.

If we analyze the Maslow's Hierarchical Needs Model, we find that happiness and wellbeing is related to the fulfillment of needs. Maslow told three types of need such as basic needs, psychological needs and self-fulfillment need. When we completed and fulfillment these needs hierarchically we go to on a last stage that may be known as happiness and wellbeing. In relation to the concept of psychological well-being, Ryff (1989) proposes a multidimensional model composed of 6 different dimensions: Self-acceptance, Positive relations with others, Autonomy, Environmental mastery, Purpose in life and Personal growth. These 6 dimensions of psychological well-being can be defined as follows:

**Self-acceptance:** This is a key part of well-being and concerns the positive opinion a person has of himself.

**Positive relationships with others:** These include the fortitude, pleasures and human delights that come from close contact with others, from intimacy and love. The importance of having positive relationships with other people is repeatedly emphasized in definitions of psychological well-being (Ryff and Singer, 1996).

**Autonomy:** This refers to a person's ability to march to his own drum and to pursue personal convictions and beliefs, even if these go against accepted dogma or conventional wisdom.

**Environmental mastery:** This is another essential factor in well-being and concerns the challenge of a person mastering the environment around him. This ability requires the skills of creating and sustaining environments that are beneficial to a person (Ryff and Singer, 2003).

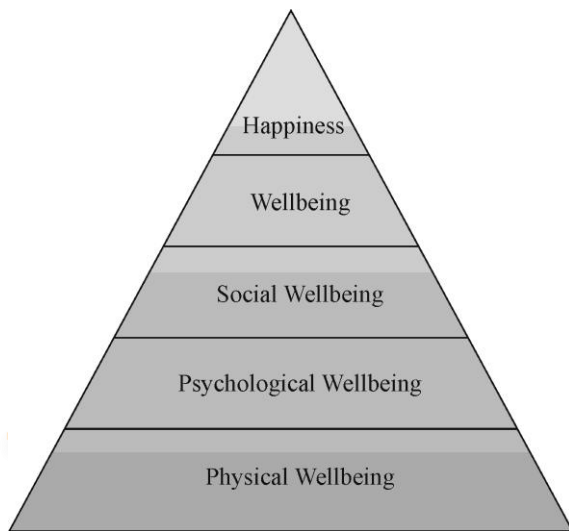
**Purpose in life:** This is a person's ability to find a meaning and a direction in his own experiences, and to propose and set goals in his life (Ryff and Singer, 2003).

**Personal growth:** This factor concerns a person's ability to realize his own potential and talent and to develop new resources. It also frequently involves encounters with adversity that require one to dig deeply to find one's inner strength (Ryff and Singer, 2003).

The six dimensions given by Ryff and Singer in relation to psychological well-being self-acceptance, autonomy, environmental mastery, purpose in life, personal growth are near the stage of self actualization told by Maslow (1970) but there is a lack of hierarchy of levels of wellbeing.

## HIERARCHY OF HAPPINESS & WELLBEING

Maslow's Hierarchical Needs Model emphasis on fulfillment of needs only but it is to near stage of happiness and wellbeing. After analysis the Maslow's model we find that only satisfaction of needs is not enough but the gain of total wellbeing also. Need and goal satisfaction theorists argue that the reduction of tension and satisfaction of biological and psychological needs and



goals will cause happiness. One implication of tension-reduction theories is that happiness occurs after needs is met and goals are fulfilled. In other words, happiness is a desired end state toward which all activity is directed. We may structure the following stages in relation to happiness and wellbeing:

### [Figure III: Hierarchy of Happiness & Wellbeing]

**Physical Wellbeing:** In the hierarchy the first level is physical well-being. Physical wellbeing has been defined by measuring health status, functional outcome, or quality of life. Physical health relates to anything concerning our bodies as physical entities. Physical health has been the basis for active living campaigns and the many nutrition drives that have swept the industrialized world. Another term for physical health is physical wellbeing. Physical wellbeing is defined as something a person can achieve by developing all health-related components of his/her lifestyle.

**Psychological Wellbeing:** In the hierarchy the second level is psychological wellbeing. Psychological wellbeing may be defined by the proper functioning of psychological system. Positive functioning encompasses six dimensions of psychological well-being: self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery, and autonomy. Each dimension of psychological wellbeing contributes to mental health.

**Social Wellbeing:** In the hierarchy third level is social wellbeing. Social Wellbeing refers to our ability to interact successfully within a community and throughout a variety of cultural contexts while showing respect for ourselves and others. Social Wellbeing encompasses our interpersonal relationships, social support networks and community engagement. Thus, social wellbeing is defined as a positive functioning includes social challenges and tasks, and proposed five

dimensions of social well-being. Thus, the triad comprising mental health includes the subjective feeling and functional states of emotional, psychological, and social well-being.

**Wellbeing:** In the hierarchy fourth level is wellbeing. Positive psychological definitions of wellbeing generally include some general characteristics such as the active pursuit of well-being, a balance of attributes, positive affect or life satisfaction, prosocial behaviour, multiple dimensions and personal optimization. Thus, wellbeing is may be defined as a combination of positive functioning of physical, psychological, emotional, social, spiritual, economical system.

**Happiness:** In the hierarchy fifth level is happiness. It is the level where positive emotions arise. Positive emotions associated with the future include optimism, hope, confidence, faith and trust. It is the level of being happiness. Happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions ranging from contentment to intense joy.

## CONCLUSION

In conclusion we can say that happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions ranging from contentment to intense joy. A variety of biological, psychological, religious and philosophical approaches have striven to define happiness and identify its sources. The basic tendency of human being is to express the emotions in his environment towards the stimulus. Basically, we express our emotions in two ways as positive or negative form. When we feel pleasure experience in our environment we express positive emotions and when we feel sad experience in our environment we express negative emotions. The mental state of expression of positive emotions in a pleasure form may be called happiness. When we analyzed these approaches we find that happiness and wellbeing is a state of mind developed by three basic interlinked elements such as physical or structural health, psychological or mental health and social health. If we construct a hierarchical structure of happiness & wellbeing it may be defined as the three basic interlinked elements such as physical health, psychological health and social health. After analyzed the basic interlinked elements we reach on a conclusion that physical and psychological health is the foundation element of social health. Social health leads to the stage of wellbeing and happiness. These three elements play an important role in the positive development of strength such as happiness and wellbeing. World Health Organization defined the concept of health that “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or



infirmity” (WHO, 1948). Maslow’s hierarchy of needs concept assumes that lower level needs must be satisfied or at least relatively satisfied before higher level needs become motivators. If we analyze the Maslow’s Hierarchical Needs Model, we find that happiness and wellbeing is related to the fulfillment of needs. Maslow told three types of need such as basic needs, psychological needs and self-fulfillment need. When we completed and fulfillment these needs hierarchically we go to on a last stage that may be known as happiness and wellbeing. In relation to the concept of psychological well-being, Ryff (1989) proposes a multidimensional model composed of 6 different dimensions: Self-acceptance, Positive relations with others, Autonomy, Environmental mastery, Purpose in life and Personal growth. The six dimensions given by Ryff and Singer in relation to psychological well-being self-acceptance, autonomy, environmental mastery, purpose in life, personal growth are near the stage of self actualization told by Maslow (1970) but there is a lack of hierarchy of levels of wellbeing. In conclusion it can be said that happiness and wellbeing is the mental state of expression of positive emotions of the positive functioning and wellbeing of physical, psychological and social functioning.

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## **Effects of Personal Variables of Call Centre Employees on their Psychological well being**

Nitin R. Korat\*, Gandharva R. Joshi\*\*

### **ABSTRACT**

The study was designed to investigate the impact of certain personal variables on psychological well being of call centre employees. The sample consisted of 240 call centre employees (120 Male/120 Female) selected randomly from Vodafone Call Centre of Ahmedabad city. Psychological well being scale of Dr. Bhogle and Prakash was used. Results revealed that there exists a significant difference between psychological well being and variables such as Sex, Age, Type of Family, work Shifts and working time of Call center employees. No significant difference observed between Psychological well being of married and unmarried employees. And also no significant difference was found between Psychological well being and Education of Call centre employees.

**KEYWORDS:** Psychological well being, call centre employees of mobile company.

The call center industry has exploded worldwide over the past two decades, as advances in information and communication technologies have reduced the costs of providing service and sales from remote locations. The numbers of people working in call centers. The call-center environment can be challenging for customer service representatives, employee well being should be an important consideration for employers. At the same time, there has been a growing awareness that the work can be stressful and repetitive with little individual discretion. Most people have had the experience of calling a call center, only to become frustrated or angry when the call center agent was unable to solve their problem. If employees fail to meet targets, they are often threatened with dismissal or a pay cut. These conditions have contributed to high levels of employee stress, anxiety, and burnout in call centers. The work of a call center agent is seen as one of the ten most stressful jobs in the global economy (Holdsworth and Cartwright 2003). This paper will focus on psychological well being of employees.

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During the last two decades, mental health has to be define in terms of psychological well being low psychological well being is illustrated in anxiety, depression, low morale, lack of self confidence, low sense of personal autonomy, inability to cope with the problems of living and dissatisfaction with one self and the physical environment. Mental health is fundamental component of health through which one realizes one's own cognitive affective and relational abilities. It can be define as the ability to adjustment to the environment on the plan of reality. "Well being is a positive and sustainable condition that allows individuals, groups or nations to thrive and flourish. (Huppert, Baylis & Keverne., 2005)"

Numerous studies have investigated effects of working conditions on strain (Kahn & Byosiore, 1992; Sonnentag & Frese, 2003). For instance, resources at work such as job control are in general positively related to wellbeing, health and job-related attitudes (Semmer, 1998; Terry & Jimmieson, 1999). Moreover, job demands like job complexity and variety have the same effects on well-being and job-related attitudes as resources at work as long as they do not overtax a person's capabilities and as long as they allow utilizing one's skills, knowledge, and abilities and therefore, promote learning. Positive relationships of job complexity and variety with well-being and job-related attitudes have been reported both in the literature on stress at work in general (Kahn & Byosiore, 1992; Sonnentag & Frese, 2003; Warr, 1999) and specifically for call agents, while control, complexity, and variety are associated with well-being, good health, and positive job-related attitudes, the opposite applies to stressors at work.

Holman (2002) described findings for four measures of well-being, namely, anxiety, depression, intrinsic and extrinsic job satisfaction. Deery, S., Iverson, R., & Walsh, J. (2002) conducted research in five call centers of a large Australian telecommunications organization. The Deery (2002) paper is concerned with the identification of the factors that are associated with emotional exhaustion and the frequency of absence amongst call centre employees.

## **Objective**

The main aim of this study was to investigate the impact of the personal variables of call center employees on their Psychological well being.

## Hypotheses

1. There is no significant difference between Psychological well being of male and female call centre employees.
2. There is no significant difference between Psychological well being and education of call centre employees.
3. There is no significant difference between Psychological well being and age of call centre employees.
4. There is no significant difference between Psychological well being and work shifts of call centre employees.
5. There is no significant difference between Psychological well being and types of family of call centre employees.
6. There is no significant difference between Psychological well being and marital status of call centre employees.
7. There is no significant difference between Psychological well being and working time of call centre employees.

## METHOD

### Samples

The sample size was 120 Call centre employees, comprising of 75 Male and 75 Female employees from Vodafone call centers of Ahmedabad. All were aged between 19 to 36 years. The collected information can be managed carefully and more accurately.

### Measure

*Psychological well-being Questionnaire:* it was developed by Bhogle and Prakash (1995), was used to measure Psychological well-being. The questionnaire contains 28 items with true and false response alternative. It covers 13 dimensions of psychological well-being. The maximum possible score is twenty eight and minimum is zero. High score indicates high level of psychological well-being. The test – retest reliability coefficient is 0.72 and internal consistency coefficient is 0.84. The author has reported satisfactory validity of the questionnaire.

## RESULT AND DISCUSSION

*Table: 1 Analysis of variance based on psychological well being of call centre employees with respect to Sex, Education and Age*

Source of Variation	Sum of Square	df	Mean Sum of Square	F
A (Sex)	147.27	1	147.27	12.34*
B (Education)	29.39	1	29.39	2.46NS
C(Age)	336.07	1	336.07	28.17*
AxB	178.69	1	178.69	14.98*
AxC	688.69	1	688.69	57.73*
BxC	369.22	1	369.22	30.95*
AxBxC	740.89	1	740.89	62.10*
Between	2490.22			
Within error		232		
Total		239		

NS = Not Significant, \*  $P < 0.01$

According to table No. 1 it is observed that 'F' value of psychological well-being of male and female call centre employee is 12.34 which exhibit significant difference even at a level of 0.01. From these results it can be concluded that male and female call centre employee differ as far as their psychological well-being is concerned. No significant difference between the male and female participants in this area of self-acceptance suggests that both genders have similar experience and difficulty in this area of psychological well-being which is contradict to the results obtained by Roothman and colleagues (2003). Therefore refusing null hypothesis it can be said that sex affects ones psychological wellbeing. It is observed from table No.1 that 'F' value of psychological well-being amongst level of education of employee is 2.46 which do not exhibit significant difference even at a level of 0.05. This result supports the results obtained by Christine A. Sprigg, Phoebe R. Smith, Paul. R. Jackson(2003). 'F' value of psychological well-being amongst call centre employees according to their age is 28.17 which is significant at a level of 0.01. With growing age the status and work load of the existing role also decrease in addition a decrease is found in physical and emotional works that leads to limit one's movements around and communication with others. This in turn leads to lack of life satisfaction and

emotions like anger, depression, worries etc are found to be increasing Dhillon (1992). This physical and mental well-being decreases with age. therefore, hypothesis three is rejected.

*Table: 2 t-test comparison based on psychological well being of call centre employees with respect to work shifts, types of family, marital status and working time*

Variable	N	SD	Mean	SED	t
<i>Work shifts</i>					
Day shift	60	3.42	20.62		
Night shift	60	4.07	19.12	0.69	2.17*
<i>Types of family</i>					
Joint Family	90	3.9	21.14		
Nuclear Family	150	3.84	20.06	0.51	2.11*
<i>Marital status</i>					
Married	90	3.57	19.74		
Unmarried	150	3.90	19.47	0.49	0.55NS
<i>Working time</i>					
Full time	180	3.77	19.33		
Part time	60	3.85	21.07	0.58	3.00**

NS = Not Significant, \* P < 0.01, \*\*P < 0.05

In order to know the difference between groups 't' is calculated after ANOVA in present study, 't' values on shown in table No. 2. From these findings it can be said that 't' value of means obtained for the psychological well-being of day shift employees and night shift employee is 2.17 which is positive at a level of 0.01. The 't' value of scores of psychological well-being of joint and nuclear family employee is 2.11 which is also showing positive at a level of 0.01. The 't' value of scores of psychological well being of married and unmarried employee is 0.55 which does not show significant. The 't' value of scores of psychological well-being of full time and part time working employee is 3.00. This value is significant at a level of 0.05. Following finding support this result no statistically significant differences in relation to well-being between call handlers who work part-time and those that do not work part time Christine A. Sprigg, Phoebe R. Smith, Paul. R. Jackson (2003).

## CONCLUSION

The psychological well-being amongst male and female call centre employees is significant as well as age wise, work shifts wise, types of family wise and working shifts wise psychological well being of call centre employees differ positively whereas, education and marital status do not affect psychological well being of call centre employees.

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# **Sports for Positive Mental Health: A Comparative Study of Mental Health among Individual Athletes, Team Athletes And Non-Athletes**

Dr. Milan P. Patel\*, Mr. Ankur D. Chaudhari\*\*

## **ABSTRACT**

Mental Health affects our ability to make the most of the opportunities that come our way and play a full part amongst our family, workplace, community and friends. It's also closely linked with our physical health. Whether we call it well-being, emotional welfare or mental health, it's key to living a fulfilling life.

The purpose of the study was to compare the Mental Health status among Individual Athletes, Team Athletes and Non-Athletes. Purposive sampling was done in which subjects for the present study were 148 male students of Navsari Agricultural University, Navsari studying various courses in the academic year 2013-14. The Mental Health Scale prepared by Dr .D .J.Bhatt and Ms. Geeta R. Geedawas used as a tool for the present study.

The scores arrived from 45 Individual Athletes, 51 Team Athletes and 52 Non-Athletes were compared by applying the 'F' test. The resultant value 7.566 was found significant at the predetermined confidence level of 0.5. Further, this study revealed significant difference between the mean score of Team Athlete & Non-Athlete, whereas there was no significant difference between the Individual Athlete & Team Athlete and that of Individual Athlete & Non-Athlete. Thus it was evident that Mental Health of Team Athlete was significantly better in comparison to Individual Athlete and Non-Athlete. This clearly shows that those who participate in team games have more chances to stay mentally fit as they involve themselves in preparing mentally for various team competitions. Mental Health is considered to be one of the important components of daily life style. This is certainly an important factor for all of us to live better and longer life. Thus, we all should daily participate in physical activity to stay physically and mentally fit.

**KEYWORDS:** Mental Health, Individual Athletes, Team Athletes, Non-Athletes.

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## INTRODUCTION

Mental Health affects us all. How we think and feel about ourselves and our lives impacts on our behavior and how we cope in tough times. It affects our ability to make the most of the opportunities that come our way and play a full part amongst our family, workplace, community and friends. It's also closely linked with our physical health. Whether we call it well-being, emotional welfare or mental health, it's key to living a fulfilling life.

We all have times when we feel down or stressed or frightened. Most of the time those feelings pass. But sometimes they develop into a more serious problem and that could happen to any one of us. One may bounce back from a setback while someone else may feel weighed down by it for a long time. Mental health doesn't always stay the same. It can change as circumstances change and as you move through different stages of your life.

Mental health is vital for individuals, families and communities, and is more than simply the absence of a mental disorder. Mental health is defined by the World Health Organization (October 2011) as 'a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' The positive dimension of mental health is stressed in whose definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

In a book entitled mental hygiene in public health P.V. Lewkan has written that mentally healthy individualizing who is himself satisfied, lives peacefully with his neighbors, makes healthy citizen his children and even after performing these fundamentals duties has enough energy left to do something of benefit to society. Possessing mental health, an individual can adjust properly to his environment, and can make the bested fort for his own, his family's and his society's progress and betterment. The chief characteristic of mental health is adjustment. The greater the degree of successful adjustment the greater will be the mental health of the individual.



## Mental Health Facts

- 1 out of every 5 young people suffers from some form of diagnosable mental illness.
- About 19% of young people contemplate or attempt suicide each year.
- Suicide is the third leading cause of death among people ages 15-24, and the second leading cause of death in college students ages 20-24.
- Over 66% of young people with a substance use disorder have a co-occurring mental health problem.
- Over 2/3 of young people do not talk about or seek help for mental health problems.
- 44% of American college students reported feeling symptoms of depression.
- From 1980-1986, the suicide rate for African-American males ages 15-19 increased more than 100%.
- 80-90% of people that seek the necessary form of mental health treatment can function the way they used to.
- Stereotypes are one of the largest barriers preventing young people from seeking the help they need.
- An estimated 5 million young females suffer from eating disorders each year and eating disorders are the deadliest mental illness claiming more lives than any other illness.

## Benefits of Sports Participation For Developing Mental Health

### 1. Anxiety Reduction

Anxiety is associated with the emergence of a negative form of cognitive appraisal typified by worry, self-doubt, and apprehension. According to Lazarus and Cohen (1977), it usually arises “...in the face of *demands that tax or exceed the resources of the system* or ... demands to which there are no readily available or automatic adaptive responses”.

Anxiety is a cognitive phenomenon and is usually measured by questionnaire instruments. These questionnaires are sometimes accompanied by physiological measures that are associated with heightened arousal/anxiety (e.g., heart rate, blood pressure, skin conductance, muscle tension).

Landers and Petruzzello (1994) examined the results of 27 narrative reviews that had been conducted between 1960 and 1991 and found that in 81% of them the authors had concluded that physical activity/fitness was related to anxiety reduction following exercise and there was little or no conflicting data presented in these reviews. For the other 19%, the authors had concluded that most of the findings were supportive of

exercise being related to a reduction in anxiety, but there were some divergent results. None of these narrative reviews concluded that there was no relationship.

There have been six meta-analyses examining the relationship between exercise and anxiety reduction. All six of these meta-analyses found that across all studies examined, exercise was significantly related to a reduction in anxiety. These effects ranged from “small” to “moderate” in size and were consistent for trait, state, and psycho-physiological measures of anxiety.

The exercise can produce an anxiety reduction similar in magnitude to other commonly employed anxiety treatments is noteworthy since exercise can be considered at least as good as other techniques, in addition it has many other physical benefits.

## 2. Depression

Depression is a prevalent problem in today's society. Clinical depression affects 2–5% of Americans each year (Kessler et al., 1994) and it is estimated that patients suffering from clinical depression make up 6–8% of general medical practices (Katon&Schulberg, 1992).

*Exercise produces larger antidepressant effects when:*

- The exercise training program was longer than nine weeks and involved more sessions (Craft, 1997; North et al., 1990);
- Exercise was of longer duration, higher intensity, and performed a greater number of days per week (Craft, 1997);
- Subjects were classified as medical rehabilitation patients (North et al., 1991) and, based on questionnaire instruments, were classified as moderately/severely depressed compared to mildly/moderately depressed (Craft, 1997).

The meta-analyses are inconsistent when comparing exercise to the more traditional treatments for depression, such as psychotherapy and behavioral interventions (e.g., relaxation, meditation), and this may be related to the types of subjects employed.

For clinically depressed people exercise produces the same effects as psychotherapy, behavioral interventions, and social contact. Exercise used in combination with individual psychotherapy or exercise together with drug therapy gives better results.

That exercise is effective traditional therapy to encourage, especially considering the time and cost involved with treatments like psychotherapy. Exercise may be a positive adjunct for the treatment of depression since exercise provides additional health benefits (e.g., increase in muscle tone and decreased incidence of heart disease and obesity) that

behavioral interventions do not. Thus, since exercise is cost effective, has positive health benefits, and is effective in alleviating depression, it is a viable adjunct or alternative to many of the more traditional therapies. Future research also needs to examine the possibility of systematically lowering antidepressant medication dosages while concurrently supplementing treatment with exercise.

### **3. Positive Mood**

A mood is defined as a feeling, state or prolonged emotion that influences the whole of one's psychic life. It can also relate to passion or feeling. Mood can and does affect perceived health, personal confidence, one's perceptions of the world around us and our actions based on those perceptions. Moods may signify happiness, anger, tension, or anxiety.

Numerous studies have reported positive mood benefits from exercise. Mood-enhancing effects have been evidenced in many different physical activities, including jogging, swimming, yoga, and weight lifting (Berger and Owen, 1988). In their extensive review of the salient literature, Berger emphasized that mood enhancement is dependent upon interactions between participant, exercise modality and practice conditions; and made several recommendations for structuring an exercise session to maximize mood enhancement. They suggested that activities should be non-competitive, rhythmic, and predictable, should last for at least 20 – 30 minutes, and should be moderately intense.

### **4. Self-Esteem**

Self esteem is defined by the degree worth and competence that we attribute to ourselves. Self-esteem is the feeling of self-worth that determines how valuable and competent we feel. Through sport, we can enhance our self esteem by having a positive image of our bodies and the physical skills and abilities that we develop. We feel positive self worth through the recognition that we receive from family and friends and the social relationships that develop as a result of our involvement in sport and physical activity. Yet, we may be vulnerable to low self esteem in sport and physical activity if we perceive our body to be inadequate, unfit or inappropriate for our selected activity. We may feel that our self-worth is judged on our losses and wins versus our abilities and intentions. The intensive participation in sport may lead to social isolation and lack of family

support. All of these negative emotions need to be refocused in order to build positive self-esteem.

## **5. Restful Sleep**

Sleep is a complex physiological process that scientists are only just beginning to understand. We do know that when you are asleep, there is a clear alteration in the activity of the brain. There are also changes in the levels of some hormones, for example, growth hormone is released during the deeper stages of sleep. Sleep is described as a highly restorative process.

It is also well-known that exercise has a profound impact upon sleep. Up to a point, the more you ask your body to do in the day, the more sleep is required to recover. This is why endurance athletes in particular generally need more sleep. However, excessive exercise can actually disrupt sleep, so it is important to strike a balance.

Recent research has shown that Rapid Eye Movement (REM) sleep, which is the deepest stage of sleep but where the brain is most active, is essential for improving memory and learning, so this could be crucial for athletes learning complex tasks. 'Power naps' may also be effective in restoring mental alertness, although these do not offer the same restorative benefits as sleeping at night.

## **WHAT RESEARCH SAYS?**

### **No sports - no mental health? Analysis of longitudinal effects in Sports and Health Program (SPH) data**

Results from the Zurich (2003) study have shown lasting associations between sport practice and mental health. The effects are pronounced in people with pre-existing mental health problems. The analysis covered the interviews and included 3891 stayers, i.e., participants who were interviewed. The outcome variables are depression / blues / anxiety, weakness / weariness, sleeping problems, energy / optimism. About 60% of the SHP participants practice weekly or daily an individual or a team sport. A similar proportion enjoys a frequent physical activity (for half an hour minimum) which makes oneself slightly breathless. Practice of sport is clearly interrelated with self-reported depressive symptoms, optimism and weakness. Moreover, direct interrelations commonly led to better fits than models with lagged variables, thus indicating that

delayed effects of sport practice on the self-reported psychological complaints are less important. Lack of sport practice is a marker for serious psychological symptoms and mental disorders.

### **Mental health improved by 20 minutes of physical activity (2008)**

A study by Thompson (2008) Being physically active once a week for 20 minutes is enough to boost mental health, according to a cross-sectional study, but there is lack of consensus regarding the optimal amount and type of activity to achieve these benefits. Researchers used the 12-item General Health Questionnaire (GHQ-12) to examine the association of different types and amounts of physical activity with current mental health. Researchers surveyed nearly 20 000 Scottish adults to determine their level of psychological distress and self-reported frequency of physical activity including sports, walking and domestic activity. At least one 20-minute session a week of any type of activity was associated with lower risk of psychological distress. For sports and all activity types combined, risk reductions increased as the frequency of activity increased.

Who Fact files says that about half of mental disorders begin before the age of 14. Around 20% of the world's children and adolescents are estimated to have mental disorders or problems, with similar types of disorders being reported across cultures. Yet, regions of the world with the highest percentage of population under the age of 19 have the poorest level of mental health resources. Most low- and middle-income countries have only one child psychiatrist for every 1 to 4 million people.

### **PURPOSE OF THE STUDY**

The purpose of the study was to compare the Mental Health status among Individual Athletes, Team Athletes and Non-Athletes.

### **HYPOTHESIS**

It was hypothesized that there will be no significant difference in Mental Health among Individual Athletes, Team Athletes and Non-Athletes.

### **METHODOLOGY**

**Sample:** Purposive sampling was done in which subjects for the present study were 148 male students of Navsari Agricultural University, Navsari studying various courses in the academic year 2013-14. These subjects were divided into three groups based on their participation in activity i.e. Individual Athletes, Team Athletes and Non-Athletes.

**Tool:** The Mental Health Scale prepared by Dr. D. J. Bhatt and Ms .Geeta R. Geeda was used as a tool for the present study. This scale contains 40 statements pertaining to five do mains aim of mental health, these five dimensions in clued perception of reality, integration of personality, positive self-evaluation, group oriented attitudes and environmental mastery to beratedon3- point scale.

**Analysis:** The scores arrived from 45 Individual Athletes, 51 Team Athletes and 52 Non-Athletes were compared by applying the 'F' test. The resultant value is shown in the table below:

**Table – 1, Significant difference of mental health among individual athletes, Team athletes and non-athletes**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1704.832	2	852.416	7.566*	.001
Within Groups	16335.675	145	112.660		
Total	18040.507	147			

\* Significant at .05 level

It is evident from the table 1 that there was a significant difference in Mental Health male subjects aged 18 to 25 years among Individual Athletes, Team Athletes and Non-Athletes, as they obtained F value (7.566) is greater than the tabulated F value (3.06) which is required to be significant at .05 level with (2,145) degree of freedom.

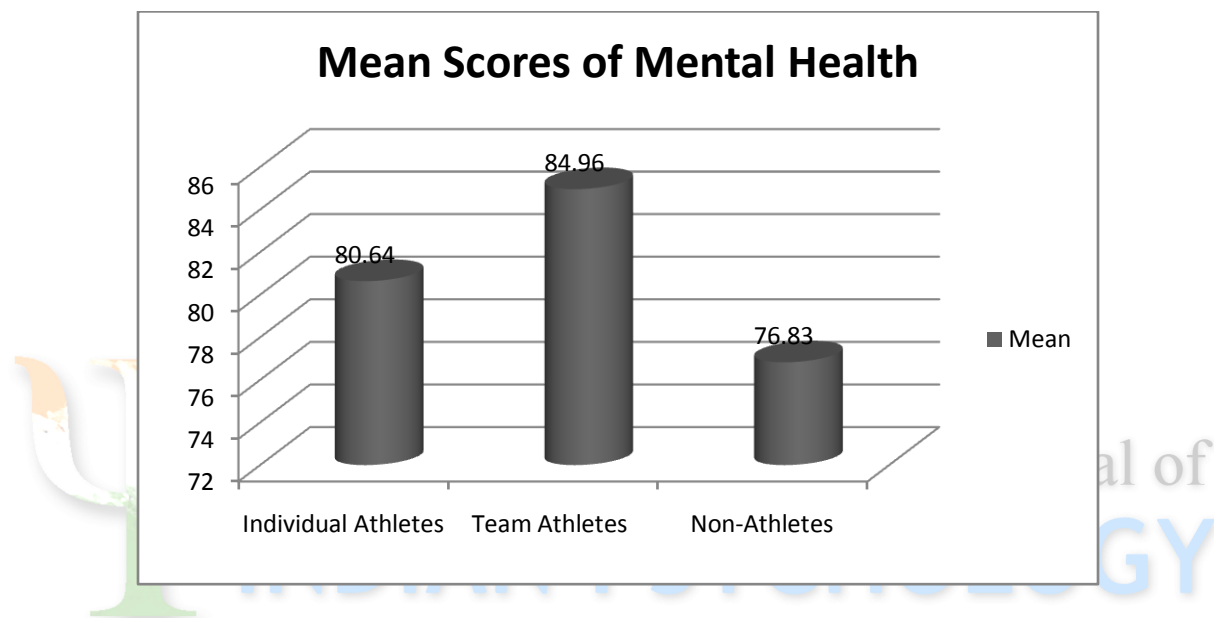
As the F-Ratio was found significant in case of Mental Health the Schaffer's Test Post-Hock was applied to test the significant difference between the means of Individual Athletes, Team Athletes and Non-Athletes. The results pertaining to this are presented in Table-2.

**Table – 2, Table of multiple comparisons of mental health among individual athletes, team athletes and non-athletes**

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.
Individual Athletes	Team Athletes	-4.31634	2.17084	.142
	Non-Athletes	3.81752	2.16104	.214
Team Athletes	Individual Athletes	4.31634	2.17084	.142
	Non-Athletes	8.13386*	2.09178	.001
Non-Athletes	Individual Athletes	-3.81752	2.16104	.214
	Team Athletes	-8.13386*	2.09178	.001

\* The mean difference is significant at the .05 level.

It is evident from the Table-2 that there was a Significant Difference between the mean score of Team Athlete & Non-Athlete, whereas there was no Significant Difference between the Individual Athlete & Team Athlete and that of Individual Athlete & Non-Athlete. Thus it was evident that Mental Health of Team Athlete was significantly better in comparison to Individual Athlete and Non-Athlete.



**Graph 1: Graphical Representation of Mean Scores of Mental Health among Individual Athletes, Team Athletes and Non-Athletes**

## CONCLUSION

On the basis of the findings of the present study the following conclusion was drawn:

This study revealed significant difference between the mean score of Team Athlete & Non-Athlete, whereas there was no significant difference between the Individual Athlete & Team Athlete and that of Individual Athlete & Non-Athlete. Thus it was evident that Mental Health of Team Athlete was significantly better in comparison to Individual Athlete and Non-Athlete. This clearly shows that those who participate in team games have more chances to stay mentally fit as they involve themselves in preparing mentally for various team competitions.



Mental Health is considered to be one of the important components of daily life style. This is certainly an important factor for all of us to live better and longer life. Thus, we all should daily participate in physical activity to stay physically and mentally fit.

Neither mental nor physical health can exist alone. Mental, physical and social functioning is interdependent. Participation in sports is related to positive mental health as indicated by the present study. Sports programs should be first-line methods for improving mental health among the youth. Access to sports programs can also be a primary method to improve the lives of people who may still be experiencing poor mental health.

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## **The Effect of Vocational Training on Social Freedom and Adjustment of Rural Girls**

Dr. Javnika Sheth\*

### **ABSTRACT:**

The main aim of the present research was to study and compare social freedom and adjustment among college girls belonging general and reserved category in rural areas. In this study my target sample was college girls. The reason for selecting college girls in rural area was to know their psychological attributes and analyzed it to discover important aspect of their personality and find out if the vocational training as extra- curricular activities, improve their social freedom and adjustment or not; that could be useful and meaningful for their future. To fulfill the motto of research, the Women social freedom scale –By L. I. Bhusan and Adjustment Inventory for college students- By A. K. P. Sinha and R. P. Singh was used. The random sampling technique was used in the selection of the sample for the present research. The sample further divided in to two groups. One is N1=60 girls from general category and N2=60 girls from reserved category (ST/SC/OBC). Thus, the total N = 120. Sample was taken from various college of Rural areas from Kheda district. The entire subject was in the age group of 16 to 25 years married or unmarried girls. They are from joint family or nuclear family. The pre-test and post-test method was applied. After pre test, I gave them vocational training (Beauty parlor) for three months as their income generation activities in future and then post test was given to all girls. The difference of the score of the pre-test and post-test was measured. The hypothesis was that vocational training will not increase their social freedom and adjustment. The result shows that there is the significant difference between their social freedom and adjustment after training. Their social freedom and adjustment level was increase after three months vocational training. The hypothesis was significant at .01 levels.

**KEY WORDS:** Vocational training, Social freedom, adjustment

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## **ADJUSTMENT:**

It deals with various changes the handle during college life. In addition to the physical changes students experience a great deal of emotional and developmental changes too. Astin,A.W.(1984). College is a huge transition for most of the students, especially for fresher's (first year students); it is a time for adjustment. An increasing amount of attention is being directed to the transition to higher education as experienced by traditional-age and adult students. It is a movement that incorporates a great deal of stress and challenge. Although some students are able to experience this transition as a challenge to personal growth, other students are overwhelmed by the changes and experience emotional maladjustment and depression.

Issues of adjustment and general development require persistent attention by campus professionals due to the immediate relevance to college success. Complex psychological histories often underpin these problems, further complicating treatment. These difficulties are often present as inefficiencies in coping with familial separation, time and stress management, basic study techniques, goal setting, relationship formation, handling emotions, and self-esteem crystallization. Personal, academic, social, and professional success depends on the student's ability to manage these aspects of their lives. Uehara,T.; Sakado, K.;Sakado,M.; Sato,T.; Someya,T (1999). Holmbek,G.N.&Wandrei, M.L (1993) coated in their results that in this rapid changing world, adjustment is a persistent feature of human personality. A man of adjusting nature can lead a cheerful and wholesome life. The biological concept of adaptation has been borrowed and changed somewhat by the psychologist and renamed "adjustment" to emphasize the individual's struggle to get along or survive in his/her social and physical environment.

## **FACTORS INFLUENCING THE ADOLESCENT'S ADJUSTMENT IS:**

**Environment/Surroundings:** Changes in the environment or surrounding require lot of adjustment. Learning to adjust to these changes improve one's ability and status within peer groups. Better adjustment of a person results in happy, cheerful & wholesome life. Mathis,M.;Lecci,L.(1999).

**Social Pressures:** The stronger the drive for social acceptance, the more the child will try to develop personality traits that confirm to socially approved patterns of behavior.

**Role Changes:** Leadership role in the home, school, or neighborhood, helps to improve the child's adjustment level.

**School Achievement:** One measures social achievement in terms of social acceptance and the holdings of leadership roles among children. The school achievement can be assessed depending upon the value, the school places on curricular or extracurricular activities. Thus, a child's performances influence his adjustment level accordingly.

**Parental Favoritism:** Parents who show favoritism toward their children encouraged them to develop feelings of self-importance. In a way, it helps in child's adjustment.

### **TYPES OF ADJUSTMENT:**

**Home Adjustment:** Gauge and Bukoueski (1996) using a sample of 138 early adolescents and their parents examined the family and friendship with children's perceptions of adjustment and well being. The findings revealed that experiences of the family and friendship domains interact in their associations with children's impressions of their adjustment.

**Health Adjustment:** Baker and Siryk (1984) assessed the psychological adjustment of students in college. They recognized the importance of psychological adjustment, as well as the importance of academic and social integration into college systems.

**Emotional Adjustment:** Ezezek, (1994); and Holmbek & Wandrei, (1993) shown in their results that those adolescents who are pattern satisfied with their life styles, whose urges and desires are met with satisfactions tends to enjoy life to the fullest and become emotionally adjusted. Some students adjust well to the college environment whereas others struggle with the transition, some leaving school entirely.

**Social Adjustment:** Adolescence is a period of social expansion and development. Guo (1998) found that females scored higher than males on reading recognition and comprehension tests after controlling family background factors.

**Educational Adjustment:** Broh, B.A. (2002) Linking extracurricular programming to academic achievement and say that School and college are the world where friendships are made and those who do not easily make friends feel isolated. Particularly, **minority** and **economically less favored groups** may feel lack of status and acceptance. A well-adjusted adolescent meets his/her college environment with the initiative of full sharing with others and for the optimum development of himself/ herself. Student's perceptions of their teachers' interest in their education also seem to have implications for their expected and aspired educational attainment. Belch, H.A. ; Gebel, M. and Mass, G.M. (2001)

### **EXTRA-CURRICULAR ACTIVITIES IMPROVE LIFE- ADJUSTMENT:**

Some research findings suggest that there is a positive relationship between student's participation in extracurricular activities and their adjustment in home, college and at work. Students who participate in such activities appear to be superior in most respects to those who do not. When students, teachers, parents and alumni are asked their opinions regarding the value of participation in extracurricular activities, their attitude is generally quite favorable. Large numbers say that such participation gives training for work and other out of school experiences, keep students in school longer, develops making friendships and assists in adjustment in home, college and at work.

### **ACTIVITIES BUILD SELF ESTEEM:**

**What Self-Esteem Is:** Self-esteem includes the ideas of confidence in yourself and respect for yourself. Having good self-esteem involves having a positive idea of your own self-worth, liking who you are and feeling aware of your own positive and negative qualities.

**Skill Development:** Extracurricular involvement can provide young girls with new skills. The ability is making new creation, perform a new activity or learn more about something they love, can make them feels better about themselves. It can also give them a better sense of who they are and help them to develop a stronger personality. After-college activities can also teach young people Vocational activities to improve their skill development and for income generation in future.

**Life Skills:** Within the framework of extracurricular activities, girls learn self-esteem related skills that will serve them long after their college days have ended. Enroll girls in Creativity or other activities and watch them develop the ability to interact with new people in an easy and positive way and to compete in a healthy way.

**Creativity:** After-college activities can provide an outlet for creativity and problem-solving. Obvious choices are arts and crafts, music, performing arts, and other activities can also teach problem-solving skills. The best activities for college girls are those that encourage their natural curiosity and interests.

**Teamwork and Respect:** Teamwork is an important life skill both in home life and at work. Various group activities require children to work together to achieve a common goal and remove the focus from the individual to the team. Respect for coaches, teachers, leaders and their peers can also be developed through group activities.

**Time Management:** Participating in one or more activities can teach a student how to prepare for income generation, family life, and their after-college activities as well and learn the importance of priorities and planning.

**Self-Confidence:** For a teen who is not gifted academically, the chance to excel in the arts or in extracurricular activities, for example, can make a huge difference in self-esteem. Additionally, when children learn new skills and engage in social activities, they become more self-confident. Learning social skills, like cooperation, negotiation, and conflict resolution, in a fun and relaxed environment will help them interact appropriately with others – a skill valuable in all aspects of life from home life to the workplace.

**Stress Relief:** Many activities take place in a relaxing environment and begin with warm-up techniques or exercises. These promote healthy methods for dealing with stress. In an increasingly complex and pressure-oriented world, the more we are able to find positive ways to deal with stress, the better we are. All enjoyable activities provide a source of stress relief.

**Real-World Skills:** Many extracurricular activities – such as beautification, jewelry making, greetings card making, etc. – teach real-world skills, which can lead to lifelong interests, even careers for girls in this era. Activities can teach real world skills that encourage life-long interests. They help the person explore their physical, creative, and social potential. They allow the person to find out where their career or political interests may lie.

## **METHOD:**

### **OBJECTIVES:**

The main objectives of the present research are as under:

1. Measure the level of social freedom among college girls belonging general and reserved category in rural area.
2. Measure the level of adjustment among college girls belonging general and reserved category in rural area.
3. To compare the effect of training between general and reserved category girls.

## HYPOTHESIS:

For the present study the following major hypothesis are formulated.

1. There will be no significant difference between social freedom and adjustment.
2. The vocational training will not increase the social freedom and adjustment of girls.

## TOOL AND PROCEDURE:

1 Women social freedom scale –By L.I.Bhusan

2. Adjustment Inventory for college students- By A.K.P.Sinha and R.P.Singh

N1	N2	total
60girls (general category)	60 girls (reserved category-ST/SC/OBC)	120 GIRLS from college Age group=16 to 25 married or unmarried college students from Kheda district-Rural area

The random sampling technique was used in the selection of the sample for the present research. The sample further divided in to two groups. One is N1=60 girls from general category and N2=60 girls from reserved category (ST/SC/OBC). Thus, the total N = **120**. Sample was taken from various college of Rural areas from Kheda district. The entire subject was in the age group of 16 to 25 years married or unmarried girls. Their monthly income is about 10,000 to 20,000 Rs per month.

## RESULTS:

TABLE: 1 Pre test and Post test score statistics of reserved category girls

PAIR: 1	Mean	N	Std. Deviation	Std. Error Mean
Pre-test Score	17.28	60	1.585	.205
Post-test Score	19.77	60	1.294	.167



TABLE: 2 Effect of Vocational Training on reserved category girls- level of significant

Pair: 1	N	Co-relation	Level of significant
Pre-test and Post-test score	60	.413	<b>.01</b>

TABLE: 3 Pre test and Post test score statistics of general category girls

PAIR: 1	Mean	N	Std. Deviation	Std. Error Mean
Pre-test Score	20.13	60	1.362	.241
Post-test Score	17.41	60	1.811	.320

TABLE: 4 Effect of Vocational Training on general category girls- level of significant

Pair: 1	N	Co-relation	Level of significant
Pre-test and Post-test score	60	.293	<b>.01</b>

TABLE: 5 Pair differences

		Pair differences				t	df	Level of significant
	Mean	SD	SD Error Mean	95% Confidence Interval of the differences				
Score of 120 samples	2.719	1.922	.340	Lower	upper	8.004	119	.01
				2.026	3.412			

- 1) TABLE: 1 show the Pre test and Post test score statistics of reserved category girls. Their Mean of pre-test is 17.28 and mean of post-test is 19.77.
- 2) TABLE: 2 show the Effect of Vocational Training on reserved category girls. The results are significant at .01 levels.
- 3) TABLE: 3 show the Pre test and Post test score statistics of general category girls. Their Mean of pre-test is 20.13 and mean of post-test is 17.41.
- 4) TABLE: 4 show the Effect of Vocational Training on general category girls. The results are significant at .01 levels.
- 5) TABLE: 5 show the Pair differences and overall result of the girls. The results are significant at .01 levels.

## **DISCUSSION:**

The results show the significant difference between the girls of general and reserved category regarding their social freedom and adjustment. The results also show the significant difference between the pre test score and post test score. It means the vocational training has increased the score of social freedom of girls. The causes behind less social freedom are their age, atmosphere, responsibilities, self awareness, maturity, attitudes and so on. In Indian society, the role of boys and girls are very different for study, daily routine work, games, dress style, timing for roaming outside the house and many other that create less social freedom of the girls. If we provide the skill development training for them, they can earn money, and became more confident. By this way we can increase the social freedom of girls. Finally, the girls having more social freedom try to solve the problems in their life. They respond their problems in their daily life and try to solve by themselves.

## **CONCLUSION:**

The present study no doubt with its better control and methodology supports the theory about the social freedom of the subjects over other types of girls from general and reserved category in rural area, the results show the significant differences between pre-test and post-test scores. In future, it would be more interesting study if we take rural and tribal girls, the another skill development program for girls, the comparison between married and unmarried girls and so on. Anyway, there being comparatively fewer studies in our Indian context and culture in area of newer approach to social freedom and adjustment, further research needs to be pursued in context of our culture with more careful methodology to compare the results of the western culture with those in our eastern culture.

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## **A Study of Academic Anxiety of Secondary School Students With Relation To Their Gender and Religion**

Dr. Arvindgiri K. Aparnath\*

### **ABSTRACT:**

The present study is based on Academic anxiety. The aim of the study is to find out the difference between religion and gender, regarding academic anxiety for the purpose of the study, 120 School children were chosen from different school at Kapadwanj town, Gujarat, for data collection in all 120 student, 60 being boys (30 Hindu +30 Muslim ) and 60 girls (30 Hindu + 30 Muslim ) .

Generally anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment, etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institution including teacher, certain subjects like Mathematics, English, etc.

I have used 'Academic Anxiety Scale for children' (AASC Scale) by Dr. A. k. Singh & Dr. (km) A. Sen Gupta. The obtained data analyzed through Mann-Whitney ' U ' test. The result shows that there was no significant difference between the Academic anxiety of Muslim boys & girls and Hindu girls & Muslim girls. There is more Academic anxiety in Hindu girls then Hindu boys and more Academic anxiety in Muslim boys then Hindu boys.

**KEY WORD:** Academic Anxiety, Gender, Religion, Boys, Girls, Hindu, Muslim.

### **INTRODUCTION**

Today anxiety is a common phenomenon of every day life. It play a crucial role in human life because all of us are the victim of anxiety in different ways. (Goodstein and Lanyon, 1975) Generally anxiety can be either a trait anxiety or a start anxiety. A trat anxiety is a stable characteristic or trait of the person . A state anxiety is one which is aroused by some temporary condition of the environment such as examination , accident , punishment , etc.

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Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institution including teacher , certain subjects like Mathematics, English , etc

James C. Coleman has mentioned in 1981 that 17<sup>th</sup> Century was that of knowledge, 18<sup>th</sup> Century was identified with the logic, 19<sup>th</sup> Century stood for progressive and the 20<sup>th</sup> Century was grounded upon the element of anxiety. Presently we are passing through the first decade of 21<sup>st</sup> Century in split of that it same that we are living 20<sup>th</sup> century.

Anxiety is defined by Mc Dougal (1908) as a complex emotion and is essentially a matter of alertness or watchfulness. Sinha (1966) Tiwari et al (1980) Jidal and Pande (1982) have reported that anxiety works destructively and it retards, learning and is detrimental to effective performance.

### **OBJECTIVES:**

The objectives of this study are as follows :

1. To find out and compare the Academic anxiety of Hindu boys and Hindu girls.
2. To find out and compare the Academic anxiety of Muslim boys and Muslim girls.
3. To find out and compare the Academic anxiety of Hindu boys and Muslim boys.
4. To find out and compare the Academic anxiety of Hindu boys and Muslim girls.
5. To find out and effect of Gender and Religion on Academic anxiety.

### **HYPOTHESIS:**

As per the consideration of the objective for the person study, we have done following hypothesis for testing:

1. HO 1 : There is no significant difference between Hindu boys and Hindu girls in relation to Academic anxiety.
2. HO 2 : There is no significant difference between Muslim boys and Muslim girls in relation to Academic anxiety.
3. HO 3 : There is no significant difference between Hindu boys and Muslim boys in relation to Academic anxiety.
4. HO 4 : There is no significant difference between Hindu girls and Muslim girls.

## METHODOLOGY:

### Population :

According to Gilford, population consists all the situations, people and objects which have the same characteristics.

In the present study, we considered secondary school students groups, at the Kapadwanj town, Kheda District of Gujarat State.

### Sample:

“Sample means the random selection of groups from population to get information about population”.

The sample for the present study was drawn from the secondary school students located in the town of Kapadwanj, Kheda District of Gujarat State. The samples consisted of 60 boys (30 Hindu + 30 Muslim) and 60 girls (30 Hindu + 30 Muslim).

### Variables:

1. Independent Variables :

1. (I) Gender (II) Religion

2. Dependent Variables :

a. Academic Anxiety

### Tools:

In the present study measure the Academic anxiety “Academic anxiety scale for children” (AASC Scale) by Dr. A.K. Singh and Dr. A. Sen Gupta was used which is very reliable in this scale.

### Statistical Technique:

Mann-Whitney: ‘U’ test was applied to know the significant difference between Academic anxiety level of Gender and Religion Secondary school students.

## RESULT & DISCUSSION:

TABLE-1. Academic anxiety of Hindu boys and Hindu girls.

Group	N	Rank	‘U’	Z	Level of significant
Hindu boys	30	823	542	5.35	0.05
Hindu girls	30	1144	221	-	

TABLE-2. Academic anxiety of Muslim boys and Muslim girls.

Group	N	Rank	‘U’	Z	Level of significant
Muslim boys	30	682	683	0.40	NS
Muslim girls	30	932	433	-	

TABLE-3. Academic anxiety of Hindu boys and Muslim boys.

Group	N	Rank	'U'	Z	Level of significant
Hindu boys	30	740	625	4.10	0.05
Muslim boys	30	1090	275	-	

TABLE-4. Academic anxiety of Hindu girls Muslim girls.

Group	N	Rank	'U'	Z	Level of significant
Hindu girls	30	845	520	1.01	NS
Muslim girls	30	958	407	-	

**TABLE -1**

Shows Academic anxiety of Hindu boys and Hindu girls. For Hindu boys obtained rank number is 823 and Hindu girls obtained rank number is 1144. "U" for Hindu boys 542 and for Hindu girls 221 for both groups "Z" value is 5.35 and its level of significant is 0.05.

**TABLE -2**

Shows Academic anxiety of Muslim boys and Muslim girls. For Muslim boys obtained rank number is 682 and Muslim girls obtained rank number is 932. "U" for Muslim boys 683 and for Muslim girls 433 for both groups "Z" value is 0.40 and its level is not significant.

**TABLE -3**

Shows Academic anxiety of Hindu boys and Muslim boys. For Hindu boys obtained rank number is 740 and Muslim boys obtained rank number is 1090. "U" for Hindu boys 625 and for Muslim boys 275 for both groups "Z" value is 4.10 and its level of significant is 0.05.

**TABLE -4**

Shows Academic anxiety of Hindu girls and Muslim girls. For Hindu girls obtained rank number is 845 and Muslim girls obtained rank number is 958. "U" for Hindu girls 520 and for Muslim girls 407 for both groups "Z" value is 1.01 and its level is not significant.

**DISCUSSION:****TABLE No. 1:**

With reference to the hypothesis No.1 the result indicates. The Academic anxiety between Hindu boys and Hindu girls. The result show that there is a significant difference in the Academic anxiety level of Hindu girls. For the Hindu girls rank is more value. And "Z" value is significant at 0.05 level, it means level of Academic anxiety is more in Hindu girls than Hindu boys. We have concluded that reason behind, girls are different type of role like home, school and community etc. May be effect to Hindu girls Academic anxiety. So we rejected hypothesis No.1.



### **TABLE No.2**

With reference to the hypothesis No.2. The result show that there is no significant difference between the mean of scores of Academic anxiety of Muslim boys and Muslim girls. It can be interpreted that is no effect of sex on Academic anxiety. That's why the fact of hypothesis is accepted.

### **TABLE No.3**

With reference to the hypothesis No.3. The result shows the Academic anxiety between Hindu boys and Muslim boys. The result shows that there is a significant difference in the Academic anxiety level of Hindu boys and Muslim boys. For the Muslim boys rank is more value and "Z" value is significant at 0.05 level it means level of Academic anxiety is more in Muslim boys than Hindu boys. We have concluded that reason behind Muslim boys are involve of your father business and lack of education awareness etc. May be effect to Muslim boys Academic anxiety. So we rejected hypothesis No.3.

### **TABLE No.4**

With reference to the hypothesis No.4. The result shows that there is no significant difference between the mean scores of Academic anxiety of Hindu girls and Muslim girls. It can be interpreted that is no effect of Gender on Academic anxiety. That's why the fact of hypothesis is accepted.

### **CONCLUSION:**

1. There was a significant difference between Hindu boys and Hindu girls regarding Academic anxiety. It means the level of Academic anxiety is more in Hindu girls than Hindu boys.
2. There was no significant difference between Muslim boys and Muslim girls regarding Academic anxiety.
3. There was significant difference between Hindu boys and Muslim boys regarding Academic anxiety. It means the level of Academic anxiety is more in Muslim boys than Hindu boys.
4. There was no significant difference between Hindu girls and Muslim girls regarding Academic anxiety.

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## **Marital Adjustment of Tribal and Non-Tribal Women**

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### **ABSTRACT:**

The present study related to Adjustment level of Tribal and non Tribal Total 120 Marital's were selected randomly from Panchmahal district area's randomly. In which 60 marital (30 women aged 21 to 30 year and 30 women aged 31 to 40 year) from Tribal and also 60 marital (30 women aged 21 to 30 years and 30 women aged 31 to 40 year) from non tribal. After analysis was done according to key for the comparison of difference group 't' test was calculated.

### **INTRODUCTION:**

A good start can be made by studying the implications of good and bad adjustment to marriage. There is, for example, the fact that in this country every year there are almost 400,000 divorces; and it is estimated that in ten years one out of every three marriages will terminate in divorce, unless an effective remedy for marital discord is worked out in the meantime. In addition, there are countless homes internally disrupted by incessant quarreling, dissension, hostility, jealousy, bad discipline, and the like. Divorced couples and psychologically broken homes represent appalling social waste and widespread marital and family maladjustments. It is obvious that where two people find it impossible to abide by marriage vows or where the family is disrupted by internal conflict it is impossible to speak any longer of good adjustment.

The number of persons involved in marital discord must run into the millions; and when to this figure we add the number of children adversely affected by the breakup of the family, the total is staggering. Nor is there any hope that perhaps children will in some way escape the effects of family discord; too many studies show a close relation between children's maladjustments and the breakup of the family.

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The unfortunate part of this relation is that unhappy and emotionally disturbed children become unhappy, disturbed adults who in their turn will contribute to the continuing increase of family disintegration, unless the principles of good marital adjustment are put into application on a wide scale. The effects of marital adjustment are put into application on a wide scale. The effects of marital and family maladjustments on society are just as disturbing, since no society can be healthier than its individual members. Unless, therefore, the vicious circle of maladjustment-breakup-maladjustment is broken at some point by a thoroughgoing mental-hygiene program, we can expect society to continue disintegrating at an accelerated rate.

The individual and social effects of marital and family discord are only the more obvious parts of the picture. Of even greater importance in numerous instances are the moral and religious consequences. Moral disintegration and loss of religious beliefs and practices often have their beginning in the psychologically disrupted home. It is difficult for parents eternally at odds with each other to establish or to enforce moral and religious standards and practices. In such situations, authority and whole some discipline rapidly disintegrate; the practice of setting good examples becomes impossibility; and the healthy influence that parents can exert on children fails to materialize.

### **Meaning of marital adjustment**

The concept of marital adjustment refers essentially to the art of living effectively and wholesomely within the framework of responsibilities, relations and expectancies that constitute the state of marriage. It means the ability to meet the day-to-day demands vicissitudes, and responsibilities of marriage with whatever degree of emotional equanimity and efficiency is required at the time. It involves getting along activities of the family group, accepting additional responsibilities as they arise, and changing one's style of life to correspond with changes in family life.

### **Fitness for marriage**

1. Economic fitness
2. Emotional fitness
3. Sexual fitness
4. Reproductive fitness
5. General health

### **Nature of the problem of marital adjustment**

Marital adjustment is different in several important respects from other aspect of human adjustment. First of all, there is the peculiar circumstance, rarely found in other situation, that

marriage requires the adjustment of a person to one other person. We have many friend and acquaintances but only me husband or one wife. The better the chances of making an effective adjustment, since if we have difficulty in one group we can turn to another for the expression of needs and interests or the reduction of frustration.

### **Importance of studying woman.**

Throughout the history of mankind woman have been given crucial importance in the Indian society. Goddess Durga is considered the goddess of power, goddess Laxmia symbol of wealth, and goddess saraswati asymbol of wisdom and intellect. The cultural heritage of India has passed from generation to generation through the help of woman. A historical study of woman in India reveals that there have been distinct stages of rise and fall in their low status. Woman in Vedic times enjoyed a very high status, specially in matters of marriage and selecting the life partners. Woman had equal rights and in “swayamvara” woman were given chance to select their partners. The system of widow remarriage was in existence, Vedic woman had voice in marriage, and love marriage, remarriage, levirate and sororate kind of marriage, ect. Consent of elders was in vogue. “Rig-veda does not mention any were the practice of the burning of widow with their read husband.”

### **Woman in historical perspective.**

After the Vedic period the position of woman deteriorated considerably. The hindu law giver Manu had made woman entirely dependent on man and subjected her to the authority of a father, husband and son on the different periods of her life, such as daughter wife and mother in short, there was that, “for woman there can be no freedom at any stage in life.” This position it was reinforced by the muslim masters, whose customs and traditions were noted for the complete subordination of woman by man, and considered woman as inferior to man. They had to lead clostered life and had to move within the narrow sphere of kitchen cooking child bearing-rearing and catering to the relatives, in-laws and husband comprised their work, life and activity. They had practically no idea of the busy world except what they heard from their menfolk.

### **OBJECTIVES :**

1. To know the difference of Adjustment at woman provided is Tribble and non-Tribble woman.
2. To know the difference of Adjustment at woman Age between 21 to 30 years and 31 to 40 years.

### **HYPOTHESIS:**

1. There are no different in Adjustment level of Tribal woman from 21 to 30 and 31 to 40 ages.
2. There are no different in Adjustment level of non-tribal woman from 21 to 30 and 31 to 40 ages.
3. There are no different in Adjustment level of Tribal and non Tribal woman.

### **Variable:**

- \* A = Woman's  
A<sub>1</sub> = Tribal woman  
A<sub>2</sub> = non Tribal woman
- \*\* B = Age  
B<sub>1</sub> = 21 to 30 year  
B<sub>2</sub> = 31 to 40 year.
- \* A = Independent variable
- \*\* B = Dependent variable

### **Sampling:**

	Age	Age	
Woman	21 to 30	31 to 40	Total
Tribal	30	30	60
Non-Tribal	30	30	60
Total :	60	60	120

### **Tools :**

In this study Adjustment questioner where used from the data collection contracted by P. Kumar and K. Rohit.

### **Research design:**

120 marital woman were selected randomly Panchmahal district areas. Woman was divided in two groups. Group one Tribal in which 60 women (30 woman 21 to 30 year and 30 women 31 to 40 year). Number of two group Non-tribal woman in which 60 women (30 women 21 to 30 year and 30 women 31 to 40 year.)

- After collecting 21 to 30 year and 30 women 31 to 40 year.
- After collecting 21 to 30 year and 30 women 31 to 40 year.
- After collecting the data statistical and analysis was done according to key for the comparison of different groups 'T' test was calculated.

**RESULT AND DISCUSSION:****Table – 1: Tribal woman age from 21 to 30 and 31 to 40 years****Tribal**

Groups	N	Mean	SD	SEM	t	Level
21 to 30	30	20.37	4.48	0.82	0.5294	NS. 0.01
31 to 40	30	21.00	7.79	0.87		

df = 58, Sed f = 1.196

This table indicates no significant different between 21 to 30 age and 31 to 40 age from Tribal woman. 21 to 30 ages are no effective in marital Adjustment Level.

**Table – 2: Non Tribal woman age from 21 to 30 and 31 to 40 years****Non-Tribal**

Groups	N	Mean	SD	SEM	t	Level
21 to 30	30	20.97	2.94	0.54	0.6635	NS. 0.01
31 to 40	30	21.43	2.49	0.45		

df = 58, Sed f = 0.703

This table indicates no significant difference between 21 to 30 and 31 to 40 age from Non-Tribal woman. 31 to 40 ages are more effective in marital Adjustment level.

**Table – 3: All over Tribal and non-tribal marital woman.****Tribal & Non-Tribal**

Groups	N	Mean	SD	SEM	t	Level
Tribal	60	20.68	4.60	0.59	0.7490	NS. 0.01
Non-Tribal	60	21.20	2.71	0.35		

df = 118, Sed f = 0.690

**Interpretation of tables and testing of hypothesis.**

H<sub>01</sub> There is no significant effect of Adjustment level between 21 to 30 and 31 to 40 age of Tribal woman group. Tested 't' value is 0.5294 at 0.01 levels. So, we accepted of this null hypothesis.

H<sub>02</sub> There is no significant effect of Adjustment level between 21 to 30 and 31 to 40 age of Non-Tribal woman group. Tested 't' value is 0.6635 at 0.01 levels. So, we accepted of this null hypothesis.



H<sub>03</sub> There is no significant effect of Adjustment level between 21 to 30 and 31 to 40 age of Tribal & Non-Tribal woman group. Tested 't' value is 0.7490 at 0.01 levels. So, we accepted of this null hypothesis.

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## **The Age Differences in Training of the Holistic Living Life Style.**

Nilaben M. Borad\*

### **ABSTRACT**

In the present times individuals are suffering from various tensions and frustrations. To avoid this, experts are recommending the Holistic Life Style. This life style suggests living the life wholly or perfectly. That means the individual should lead the life completely, not only physically, but mentally and spiritually also. If proper knowledge is given the individual can easily lead Holistic living. In the present study the attempt is made in this direction. All individuals cannot be same in leading the Holistic life style. There would be some differences due to the age. Thus the problem of the study is "The Age differences in Training of the Holistic Living Life Style" For the sample 50 students 10<sup>th</sup> std. and the 50 students of college were selected randomly. For giving information about the Holistic Living Life Style the special material was prepared. The nature and the diseases due to lack of Holistic Living was mentioned. Different treatments were also discussed. The questionnaire was prepared for this purpose and was used as a tool for the research. The percentage and the t-test were found out. The result showed that there are differences between high school students and college students.

“The Age differences in Training of the Holistic Living life style.”

The present life is a fast life. The individual has no time to look after the health. specially mental health. Many a times he suffers from the frustration and tension. To avoid this, experts suggest the holistic style of living. That means the individual should lead the life completely, not only physically, but mentally and spiritually also. All individuals cannot be same in leading the Holistic life style. There would be some differences due to the age. The individuals of younger age may not believe in holistic life style, but the persons of older age may like to follow the holistic living.

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The present researcher found it interesting to find out the age differences in practicing Holistic life style. Thus the problem of the study is “The Age differences in Training of the Holistic Living life style.”

The researcher is of the opinion that if the proper training is given, even the younger generation will also take interest in the holistic living. The advantages of this kind of living should be discussed with the youths and thus their attitude should be made positive for the holistic way of life. The training is required for the youths, because their minds are like a clean slate and whatever information is given to them, it is received immediately.

In the present study the proper information is given to youth about the holistic living. And the attempt is made to measure the amount of the information they have grasped.

## **METHODOLOGY**

### **Problem :**

“The Age differences in Training of the Holistic Living life style.”

### **Objectives:**

1. To study the nature of Holistic living.
2. To prepare the questionnaire related to the Holistic living .
3. To find out the age differences in the training.

### **Hypothesis:**

There are no age differences in training of the holistic living life style.

### **Sample:**

The sample was consisted of 100 students. 50 from the 10<sup>th</sup> class and 50 from the college. In each group 25 were males and 25 were females. They were from the Rajkot city. They were selected randomly. To bring the age differences 10<sup>th</sup> class and the third year of the college students were taken.

### **Tool:**

The specially prepared questionnaire was used as a tool. 12 questions pertaining to the nature of the Holistic Living was framed. Firstly about 20 questions were prepared, After that they were presented to the experts .After their suggestions, finally 12 questions were selected. Three options were given as an answer to each question. The respondent had to select any one of them. 1

mark was given to correct answer, while 0 mark was assigned to the wrong answer. The questionnaire is given in the Appendix.

### Procedure:

To give the training of Holistic Living, the primary information was given to the students. The information described the nature and importance of the holistic living. The various methods of the treatment were also described. The advantages of the Holistic Healing were also made clear to the students. This information was read before students.

After reading the information, the questionnaire based on it was given to the students. They were asked to choose any one option out of the three.

## RESULT AND DISCUSSION

Firstly t-test was found out between the male students. The attempt was made to know whether age differences exist between the male students of 10<sup>th</sup> class and the third year students of the college. The details are given below:

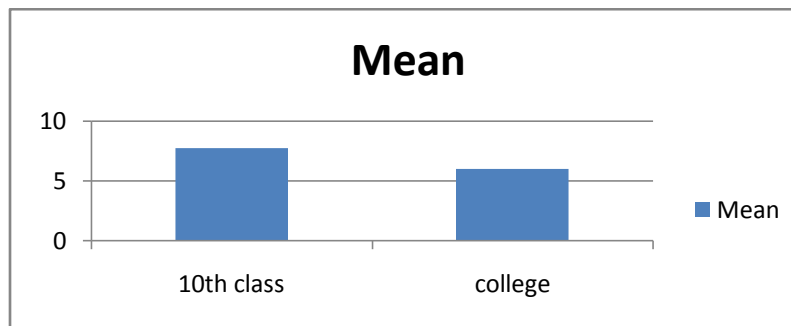
**Table 1 showing age differences between male students in training.**

Class	N	Mean	SD	t
10 <sup>th</sup>	25	7.72	1.76	4.1 *
College	25	6.00	1.20	

\*Significant at 0.01 level.

Table shows that there is difference between 10<sup>th</sup> standard and college student score of means are 7.72 and 6.00 and calculated value is 4.1 and table value of t is 2.66 for df=48. So calculated t value is more than t table value, so it is significant at 0.01 level.

The male students of the 10<sup>th</sup> class have shown better performance than the college students.

**Graph No.1 showing age differences in males**

The t-test was also found out between the female students. To know whether age differences exist between the female students of 10th Class and the third year students of the college. The details are given below:

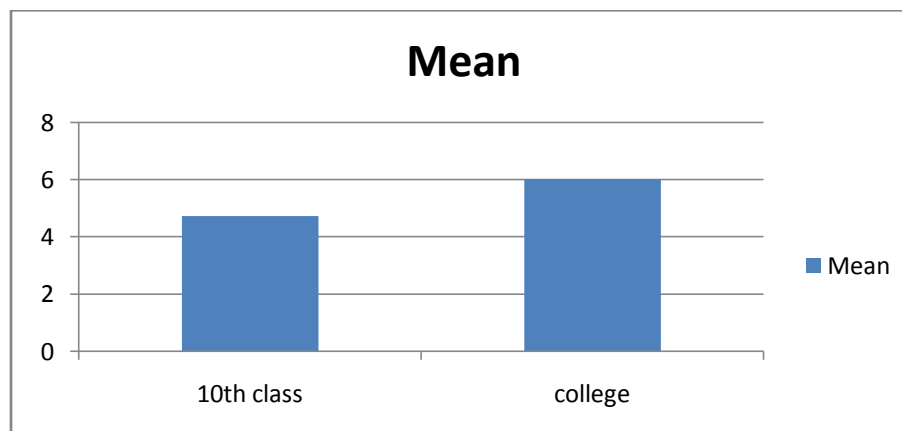
**Table2. Showing age differences between female students in training.**

Class	N	Mean	SD	T
10 <sup>th</sup>	25	4.72	1.86	2.54*
College	25	6.00	2.00	

Significant at 0.05 levels.

Table shows that there is difference between 10<sup>th</sup> standard and college student score of means are 4.72 and 6.00 and calculated value is 2.00 and table value of t is 2.64 For df=48. So calculated t value is more than t table value, so it is significant at 0.05 level.

The female students of the college have shown better performance than the students of the 10<sup>th</sup>.class.

**Graph No.2 showing age differences in females**

## Appendix

### The questionnaire on Holistic Living

You have to select any one option which you think best from the answers given with each question. Take As much time as you wants.

- Q.1 What is meant by Holistic Living?  
(a) To live comfortably.  
(b) Not to live healthy life  
(c) only physically, but mentally and spiritually also.
- Q.2 What is meant by Holistic ?  
(a) Universal (b) Complete (c) Whole.
- Q.3 What type of life most of the people live ?  
(a) Complete (b) One sided (c) Many sided.
- Q.4 In whom the Holistic Living believe ?  
(a) In God (b) In Saints (c) In counselor.
- Q.5 How many therapies are there ?  
(a) Two (b) Three (c) Four.
- Q.6 Which therapy is popular connected with the psychology ?  
(a) Acupuncture (b) Acupressure (c) Reiki.
- Q.7. What is gained by the therapy?  
(a) Less quarrels (b) Good health and peace (c) Good relationships
- Q.8. What can be removed by the therapy?  
(a) Negative thoughts (b) Bad thoughts (c) Violent thoughts.
- Q.9. What is meant by Tea and Chee in Chinese ?  
(a) To listen the suffering of the individual  
(b) To share and care (c) To provide guidance and counseling.
- Q.10 By what name the Holistic healer is known ?  
(a) Psychologist (b) Doctor (c) Therapist
- Q.11 Which medicine the psychiatrist gives to the patient?  
(a) The tablets of energy (b) Tranquilizers (c) The tablets of vitamins
- Q.12 In Holistic Living upon which factor the emphasis is given?  
(a) Social matters (b) Family matters (c) Spiritual matter

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## **A Study of Anxiety among Male and Female Adolescents**

A. K. Chaudhary\*, Deepika Jain\*\*

### **ABSTRACT**

The purpose of the present study was to find out the level of Anxiety among male and female adolescents. The local of the study was confined of Udaipur city of Rajasthan. The sample consisted of 60 subjects divided into two groups, 30 Male and 30 Female adolescents. Test anxiety scale by Dr. V. P Sharma (1971) was used to collect data. Mean, S.D and 't' test was calculated to analyze the data. Result showed that male adolescents have higher anxiety in comparison to female adolescents.

### **INTRODUCTION**

Adolescence is the stage of development that lead a person from childhood to adulthood, marked by the major physical changes of puberty and important cognitive and social developments, it is generally considered to begin around age twelve and end sometime around age twenty.

Adolescence represents a second birth, in which evolutionary instinct was replaced by more civilized social and cultural influences, guided by parents and other adults who help transform the impulsive child into an altruistic, self-sacrificing, and moral human being. Hall's theory is mainly of historical interest; there is virtually no scientific support for his 'recapitulation' theory or for his view that adolescence is universally a time of "storm and Anxiety".

The adolescent years present new and unique challenges for children. They must come to terms with their bodylines as they suddenly grow taller and become sexually mature. They must establish more equal relationships with their parents and they must come to grips with the need to leave home eventually and become independent individuals. How stressful these challenges prove depends on a variety of circumstances.

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For some teens, the timing of Puberty can make these years especially hard or easy. For others, their newly forming ability to reason abstractly can make life seem suddenly confusing at the same time that it reveals exciting new possibilities for the future.

For most young people, dating, or even just talking to the opposite sex proves both intriguing and frustrating as they slowly overcome childhood habits of relating only to members of their own sex. All in all, the changes of adolescences can be difficult, but on an average they are neither more nor less challenging than those children face during other span of life.

Young People become stressed for many reasons. The primary Sources of tension and trouble for teen and their friends were: relationship with friends and family; the pressure of expectation from self and others; pressure at school from teachers, coaches, grades and homework; financial pressures; and tragedy in the lives of family and friends.

Adolescences are a transition phase through which a child becomes an adult. It is a time of pubertal change, identity formation, social development and the acquisition of experiences and credentials promoting entry to adult's roles. Adolescences and early childhood are also critical period for the development of psychological attributes, such as political attitudes and work orientations that tend to persists through adulthood. Although it is a recognized stage in most part of the world, adolescence involves different experience for youth depending upon where they live. In western countries the adolescent is trough to be relatively free of adult responsibilities; lacking in long term commitments; oriented to fun, sports, popular music and peers; receptive to change; and ready to experiment with alternative identities.

Adolescence as a psychological concept was popularized by psychologist G Stanley Hall. He believed that such stage of child's physical and biological growth and personality development "recapitulated", or repeated, the same stage of development the occurred in the evolution of the human species. According to Hall, the selfish, self-centered, and aggressive behaviors of childhood reflect the more primitive stages of human history.

Anxiety is characterized by feeling of tension, frustration, worry, sadness, and withdrawal that commonly last form a few hours to few days whereas depression is both more severe and longer lasting.

According to the DSM-IV-TR, anxiety disorders can be broken down into the following type panic disorder, agrophobia, specific phobia, social phobia, obsessive compulsive disorder, posttraumatic stress disorder, acute distress disorder, generalized anxiety disorder, anxiety

disorder due to a general medical condition, substance-induced anxiety, and anxiety disorder not otherwise specified (American Psychological Association, 2000, p.429).

Mental anxiety and depression were recognized as an illness caused by demonic influence, but they were seen as curable. Treatments at this time included exorcism, bloodletting and some more humane treatments like ointments or baths (Barlow & Durand, 2005).

According to Beverly (2010), stress is the body's adaptation response to any demand or pressure. These demands or pressure are called stressors. Teens are not immune to anxiety; however, they are sometimes ill-equipped to cope with the stressors that they face leading to various manifestations of that stress in their daily lives.

According to Katrina (2009), "Many people believe that the anxiety experienced by upper secondary school girls relates only to school. However, the picture is far broader. Girls feel responsibility for various types of relationships, such as with friends and siblings, or have taken upon themselves leisure time commitments in various associations and organizations.

According to Kenneth Kendler (2007) many teenagers are seriously affected with the experience of stress and depression. They may rely on their negative or positive behaviors while dealing with their problems. Stress features feeling of anxiety, frustration, worry and withdrawal and a typical session of anxiety may last for few hours to few days.

Kathryn and others suggested that adolescents are exposed to increased rates of stressful life experiences and there is some evidence that increases in stressors account, at least in part for the increased rates of psychological problems associated with this developmental period.

#### **OBJECTIVE:**

- To study the level of anxiety among male adolescents.
- To study the level of anxiety among female adolescents.
- To compare the level of anxiety among male and female adolescents.

#### **HYPOTHESIS:**

There is no significant difference between anxiety of male and female adolescents.

## MEHODOLOGY

### Sample

The sample was selected from Udaipur city of Rajasthan. It consisted of 30 male and 30 female adolescents.

### Tool

Teat anxiety scale developed by Dr. V.P Sharma (1971) was used to measure test anxiety. The test measures anxiety of adolescents. The test consists of 48 items. The test is standardized and having reliability = .75 and validity =.64 .

### Procedure

The test was administered individually upon the male and female adolescents. Brief instructions were given to them. The answered questionnaires were collected scored according to the manual. The scores obtained were analyzed statistically. Measures of central tendency and variability were calculated. The 't' test is applied to see the significant difference between anxiety of male and female adolescents.

### Analysis of Data

Table 1 shows the anxiety of male and female adolescents.

Table 1

Group	Mean Anxiety Scores	N	S.D.	Interpretation
Male	60.56	30	4.24	High
Female	64.10	30	2.85	Average

Table showing scores on Anxiety variable.

Groups	N	Mean	S. D.	t value	Significance
Female	30	60.56	4.24	3.79	0.01
Male	30	64.10	2.85		

\*significant at 0.01 level

Result shows that level of anxiety in males is higher as compared to female adolescents. Over monitored life, submissiveness due to socialization pattern, their docility makes them Anxiety in comparison to female adolescents, feeling of competition in every work and Confusion in taking decisions, wasting the time and excess work to get target, less stamina, Lack of ability to do work etc makes male adolescents more anxious than female adolescents. This may be due to during the transmission to adulthood, lack of knowledge and awareness, physiological changes promote psycho-social anxiety.

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## **Five Factor Model in Iranian Culture: A Psychometrics Analysis of NEO-Five Factor Inventory (NEO-FFI)**

Manoochehr Azkhosh\*, Ali Asgari\*\*

### **ABSTRACT**

This study aimed to investigate the construct validity and factor structure of NEO-Five Factor Inventory (Costa & McCrae, 1992) in Iranian population. Participants were 1639 (780 male, 859 female) Tehran people aged 15-71. The results of explanatory factor analysis showed no notable differences between the factor structures extracted by oblique and orthogonal rotations and didn't replicate the scoring key. The Openness and Agreeableness had more psychometric problems (low internal consistency and high deleted items). The female's NEO-FFI factor structure (with 41 items of 60 loaded on intended factors) was clearer than males' (with 37 items). Confirmatory factor analysis supported the male's latent modeling of the 31-item but failed to fit the female's model. The women scored significantly higher in the Neuroticism, Openness, Agreeableness, and Conscientiousness than men who scored significantly higher in the Extraversion. As previous findings, the current results showed the NEO-FFI's cultural limitations assessing the universality of the Five Factor Model.

**Keywords:** Five Factor Model; NEO-FFI; Construct validity; Factor structure

### **INTRODUCTION**

Psychological survey research is becoming ever concerned with the applicability of theoretical concepts across different cultures or nations and the importance of obtaining adequate measurements of those concepts for each of culture or nation (Welkenhuysen-Gybels, Billiet, and Cambre, 2003; Singelis et al., 2006).

In recent years, a massive body of psychological research and theorizing has focused on Five Factor Model of personality (FFM) and attention to this model has increased (Digman, 1990; Borkenau and Ostendorf, 1990; Goldberg, 1993). According to the model, there are five broad dimensions of personality (McCrae and Costa, 1989; Digman, 1990) included Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness.

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While, a several models have been developed based on the trait theory, to capture the main personality dimensions and interpret the individual differences (Eysenck, 1992, Cattell, 1950), the FFM has received widespread support and as Hofstede & McCrae (2004) claimed contemporary personality psychology is dominated by the trait approach, in which individual differences in enduring dispositions are assessed.

In order to assess the FFM several instruments have been developed based on the theory (Borkenau and Ostendorf, 1989; McCrae, Costa & Busch, 1986; Piedmont, McCrae, and Costa, 1991; Saucier, 1994; Sneed, McCrae, and Funder, 1998; John and Srivastava, 1999; Gosling, Rentfrow and Swann 2003), but the Five-Factor Inventory (NEO-FFI; Costa and McCrae, 1992), a brief 60-item version of the NEO-PI-R (Costa and McCrae, 1992), is an instrument that has been used in a variety of cultures, such as French (Rolland, Parker, and Stumpf, 1998), German (Borkenau and Ostendorf, 1993; Schmitz, Hartkamp, Baldini, Rollnik, and Tress, 2000), British (Egan, Deary, and Austin, 2000), Poland, the Czech Republic and the Slovak Republic (Hrebicková et al., 2002), Greek (Panayiotou, Kokkinos and Spanoudis, 2004), Canada (Holden and Fekken, 1994; Becker, 2006), Austria (Fink, Manning and Neave, 2004), Australia (Sneed et al., 2002; Gignac, Bates and Jang, 2007), Korea (Spirrison and Choi, 1998), Indonesia (Halim, Derksen and van der Staak, 2004), Japan (Yoshimura, Ono, Nakamura, Nathan, and Suzuki, 2001), and Spain and Switzerland (Aluja, Garcia, Rossier, and Garca, 2005).

In spite of its brevity, comprehensiveness, and ease of administration, that leads the NEO-FFI to a useful tool in clinical and research settings (Tokar, Fischer, Snell, and Harik-Williams, 1999) and receiving psychometric supports (Holden and Fekken (1994), many studies found some problematic criticisms (Sneed, Gullone, and Moore, 2002; Egan, Deary and Austin, 2000).

### **Big Five and factor analysis**

Although the NEO- FFI has found wide application in different cultures, several studies have shown that some of the items in this questionnaire are not applicable in many cultures. Because they are inconsistent with cultural, social and religious aspects of the specific cultures (Aluja, Rossier, Garcia, and Verardi, 2005; Garcia, Aluja and Garcia, 2004; Murray, Rawling, Nicholes, & Trinder, 2008; McCrae and Costa, 2004). The results of exploratory factor analysis to assess the factor structure of the NEO in different cultures indicate that items of each factor will not be exactly repeated as the same items in the original one by Costa and McCrae (1992).

In most studies of NEO-FFI's psychometric properties, (Panayiotou, Kokkinos and Spanoudis, 2004; Sneed, et al., 2002; Egan, Deary and Austin, 2000; Ackerman and Heggestad, 1997; Tokar et al., 1999; Ferguson and Patterson, 1998; Yoshimura, et al., 2001) the construct validity have established by explanatory factor analysis found different results about 1) the number of items had loadings on their own factors, 2) the items had loadings larger than 0.3 or 0.4 on the other factors without salient secondary loadings on their appropriate factors, 3) the items had no loadings in any factors, 4) various reliability values and the percentages of variance was explained by the five factor, and finally 5) the possible factor solutions could be suggested

Although these results can be due to some of reasons including sample variety (see Becker, 2006), variety of statistical methods such as using different factor analysis methods (e.g. principle component analysis vs. maximum likelihood) and orthogonal vs. oblique procedures (see McCrae and Costa, 2004) and so on. But one of the most important reasons that can be explain these results, especially in non-speaking English language nations, have been rooted in cross-cultural studies problems (see Hofstede and McCrae, 2004) that may be categorized in to methodological problems such as item translation and unrepresentative samples, and the problems related to the cultural dimensions such as different conceptualizations of the traits and their items in the nations, the cultures different response styles in different countries and different self-presentational motives, (see Hofstede and McCrae, 2004; Huang, Church and Katigbak, 1997).

In the other hand, as researchers (Marsh et al. 2009, 2010; Holden and Fekken, 1994; Borkenau and Ostendorf, 1990) argued many of measurement instruments factor structures (including NEO) that extracted and defined by EFA, are not confirmed and supported by CFA. Some authors (McCrae et al. 1996) believed that the problem is rooted in the CFA itself when used to personality structure and some others (i.e. Church and Burke, 1994) pointed out the limitation caused by both personality theories and the CFA that are used to test the theories. But the problem can be also due to inconsistent between the traits and items that are loaded on them in a certain sample. Because of different definitions and conceptualizations of personality traits in different cultures, and various pattern of inter correlations between the traits it can be expected that original NEO-FFI model

### **Big-five and Gender differences**

Several studies showed that there is a gender difference pattern of response in five personality factors. For example, women show higher scores regarding neuroticism, agreeableness, warmth (a facet of extraversion) and openness to feeling, while men show higher score for assertiveness (a facet of extraversion) and openness to idea on NEO (Costa, Terracciano & McCrae, 2001). Replicating these findings in cross-cultural studies (McCrae, et al, 2005, Goodwin and Gotlib, 2004) confirm the gender difference in the response to NEO's item. The pattern may be changed or reversed in different cultures, perhaps as a result of the different perception of trait indicators in women compared to men, or can be related to the measurement differences between these NEO-FFI items.

In addition, the pattern gender difference were not the same in several studies and showed the scores from low to moderate and some show in only some facets of the traits (Feingold, 1994). In regard of other factors men and women show little differences on either specific aspects of conscientiousness. Also many studies in regard of region in case of gender differences has shown that men in highly developed countries show less neuroticism, extraversion, conscientiousness and agreeableness than those men in less developed region, while women show no significance differences in personality traits regarding the region.

As Schmitt et al. (2008) stated that the obtained results need to have more resources because these findings can be the result of low level of development in these countries, meanwhile it is seen that in these regions men may be more risk taking and social dominant while women are more cautious and nurturing. In addition, the amount and direction of gender differences depend on which aspect/aspects of personality or facets of a trait will be examined. As March et al. (2001) argued the mean differences between men and women that evidently lies in latent traits, in fact, reflect the difference in the items. Thus, if gender differences in extraversion and agreeableness vary substantially from item to item, the corresponding construct of those items which are used to infer extraversion can be different between genders, too.

Clearly, one of the difficulties facing researchers wishing to investigate psychological constructs across cultures has been validation of the measures. One cannot readily assume that measurement instruments developed in one culture can be used and compared in the same manner with another one. The comparability of scores across cultural contexts depends on their validity and equivalence level (Hui and Triandis, 1985; Berry, 1989; van de Vijver and Leung, 1997). Thus establishing construct validity is an important part of instrument validation. Especially in the intercultural research when an instrument is to measure the same construct across different cultures.

The main purpose of this research is to investigate the factor structure of the Persian version of NEO-FFI, and to study the concepts of the instrument based upon the Five Factor Model. The growing use of FFM theory and instruments in Persian speaking countries makes it both a theoretical and practical imperative to validate its concepts and tools within this unique context. Clearly, one of the most fundamental tasks of any theory is to clearly identify the concepts that make up the theory. Furthermore, because of the many studies (e.g. Digman, 1997; Deary et al., 1996; Block, 1995) showed there are high correlations between the five factors, despite the assumption that the factors are independence (Costa and McCrae, 2003; Costa and McCrae, 1992; Goldberg, 1993), another purpose is comparing the results of factor analysis based on orthogonal and oblique rotations in order to find the best Persian NEO-FFI factor structure.

## METHOD

### Participants and procedure

A large sample of 1639 (780 male, 859 female) member of Tehran community, aged 15-71 years, were selected randomly using multiple sampling method of schools, universities, state and private organizations, public places, etc. Demographic characteristics of the sample groups has displayed in Table 1. The self-report were administered by 30 post graduate students in clinical psychology and counseling, as examiners and completed by participants individually.

Table 1 Demographic characteristics of the samples		
variable	Male	female
Size		

n	780	859
%	48.6	51.4
Marriage status		
single	341	455
married	439	404
Education		
High school	346	344
B.A	361	485
M.A	61	22
Age		
M	32.0	28.2
SD	11.5	10.3

## MATERIAL

The Persian translation of the NEO Five-Factor Inventory (NEO-FFI; Costa and McCrae, 1992) was used to assess the Big Five, included Neuroticism (N), Extraversion (E), Openness to experience (O), Agreeableness (A), and Conscientiousness (C). Each scale has 12 items and is scored on a five-point Likert response format.

The adaptation NEO-FFI was done using the back translation method which is a judgmental procedure for investigating the conceptual equivalence of the original and translated versions necessary for valid cross-cultural comparisons (Brislin, 2000). First, three different specialists who were fluent in both Persian and English (bilingual translator, clinical psychologist and psychometrician) translated the NEO-FFI into Persian. Second, three other specialists in the same fields and who were fluent in both languages were randomly assigned to one of the Persian versions, translated the Persian versions back into English. Third, the original source and back translated items were compared for non-equivalence of meaning and any discrepancies were noted by experts who were bi-lingual. Finally, the resulting version was administered on a sample of 100 (60 female and 40 male) in order to identify ambiguous or confusing items. The ambiguous words marked by the majority of students were replaced.

### Data analysis

The analysis conducted in three phases. In the first, to test of fitness the NEO-FFI original structure to Iranian sample, a confirmatory factor analysis (CFA) was done. In the second, to explore the factor structure of the Persian NEO-FFI an exploratory principle component analysis (PCA) was performed, using both orthogonal (i.e. varimax) and oblique (i.e. oblimin) rotations for male and female separately. Several studies (Panayiotou, et al., 2004; Sneed et al., 1998; Egen, Deary, and Austin, 2000) have been conducted by combining the two rotations, which enable depth understanding the factor structure of the instrument. In the third phase, a confirmatory second-order factor analysis (CFA) was conducted using LISREL (Jöreskog and Sörbom, 2003) to test the models developed based on the results of PCA.



## RESULTS

### Descriptive statistics

Descriptive statistics and Kolmogorov -Smirnov (K-S) test of normality of the Big Five factors for male and female are showed in Table 2. All of the distributions were skewed significantly and had identical pattern in both groups. The Neuroticism score distribution was positively and the other factors were negatively skewed. The  $\alpha$ -coefficients for the Openness to Experience and Agreeableness were low for the groups and present evidence for inadequate internal consistency of the two factors. But these coefficients were good for the Neuroticism, Extraversion and Conscientiousness factors.

The means of the factors for the male and female groups were compared by t-test. The result showed significant mean differences for Neuroticism ( $t = 5.28, p < .01$ ), Extraversion ( $t = 4.12, p < .01$ ), Openness to Experience ( $t = 3.96, p < .01$ ), Agreeableness, and ( $t = 2.91, p < .01$ ), conscientiousness ( $t = 2.23, p < .05$ ). Thus, the women had higher scores in the Neuroticism, Openness to Experience, Agreeableness, and Conscientiousness than men, whereas the men had higher score in the Extraversion. Considering the mean differences between male and female sample, the following statistical analysis was conducted separately.

Table 2.  
Descriptive statistics and K-S test of normality of NEO-FFI factors in function of gender

factors	range	M	SD	skewness	kurtosis	D	$\alpha$
Male (n=780)							
N	12-47	26.4	6.5	.17	-.37	2.37**	.79
E	17-47	36.3	4.7	-.63	.79	1.52*	.70
O	21-45	33.2	4.4	-.06	-.08	1.62*	.55
A	19-48	34.1	4.6	-.07	-.12	1.54*	.56
C	18-48	39.1	5.5	-.82	.62	2.71**	.82
Female (n=859)							
N	12-47	28.0	6.3	.15	-.27	2.24**	.79
E	17-47	35.3	4.9	-.43	.34	1.60*	.71
O	20-46	34.0	4.5	-.04	-.28	1.53*	.52
A	20-48	34.7	4.6	-.03	-.07	1.62*	.57
C	19-48	39.7	4.9	-.59	.28	2.75**	.79

Note. N = Neuroticism, E = Extraversion; A = Agreeableness; C = Conscientiousness; O = Openness to Experience.

D = Kolmogorov-Smirnov(K-S) test of normality

\*  $P < .05$ . \*\*  $P < .01$ .

### Test of the NEO original factor structure

Two CFA models (one for men and one for women) were developed for confirming the original factor structure of NEO-FFI based on Persian Sample. This analysis was conducted to ascertain the extent to which the 5-factor model would demonstrate a fit to Iranian culture.

As indicated in Table 3, both models provided a poor fit to these data.

Table 3 The Goodness of Fit Statistics for CFA Models of Persian NEO-FFI based on original factor structure							
Models	$\chi^2$	df	$\chi^2/df$	GFI	IFI	CFI	RMSEA
Male	6611.96**	1700	3.89	.69	.84	.84	.055
Female	5621.55**	1700	3.30	.72	.86	.86	.054

Note. GFI=goodness of fit index, IFI= Incremental Fit Index, CFI=Comparative Fit Index, RMSEA=Root Mean Square Error of Approximation.  
\*\* P< .001.

### Exploratory factor analysis

An examination of model fit statistics revealed the five-factor model didn't fit the data well according to the significant chi-square index, the relative chi-square (per degrees of freedom > 2.0; Byrne 1989), and the RMSEA that was higher than .05 (indicating good fit Hu and Bentler, 1999; Browne and Cudeck, 1993). On the other hand, the goodness-of-fit indices for this model including CFI, GFI, and IFI were lower than 0.9, indicating less than acceptable model fit. Taken together, these results suggest that NEO original factor structure does not provide a good fit to these the data and an exploratory principle component analysis (PCA) should be used to provide guidance regarding factor loadings of NEO items and provided a suggested model for subsequent analyses.

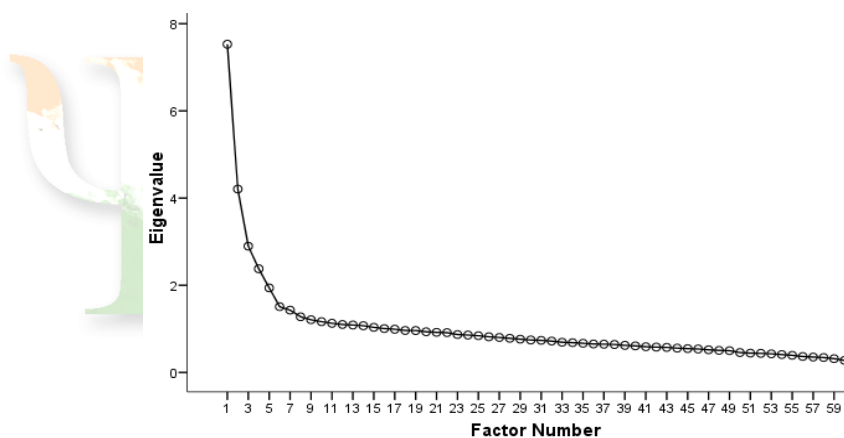
In order to explore the factor structure of NEO-FFI in the Iranian population, a principle component analysis (PCA) of the 60 items were conducted using orthogonal and oblique rotations for male and female separately. In the male sample, the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .87, and the Bartlett's Test of Sphericity (BTS), Approx. Chi-Square = 10954.94 (df = 1770, p <.001). For the female sample, the indexes were .86 and 1152.61 (df = 1770, p <.001) respectively. The screed plots of both models shown in Figure 1.

The communality, eigenvalues, explained variance and factor loadings for orthogonally and obliquely rotated five factors for men and women showed in Table 4 and 5, respectively. As table 4 indicated, in male sample, there are some discrepancies between the present results and the factors of inventory's scoring key. In both varimax and oblimin rotations 37 items of the 60

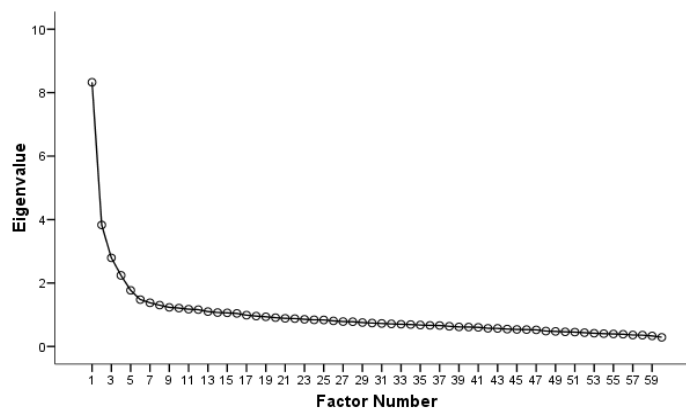


items belonged to their appropriate factors. Furthermore, 10 items in the varimax and 9 items in the obliminrotation had no factor loadings. The items of E52, O8, E22, A49, A4, O38 (in varimax) and O3 (in oblimin) were loaded on factor 1 that corresponded to Conscientiousness. In factor 2, Neuroticism, 9 items were the same with the NEO-FFI manual. Items C30 and C45 had higher loadings on the Neuroticism than the Conscientiousness.

Factor 3, compared with Extraversion, has 7 of the 12 items belonged to their appropriate factor. Items N46 and A33 were loaded only in the factor. In obliminrotation E32 and E37 had factor loadings higher than .30 in the Conscientiousness. There are some discrepancies between the two rotation methods in the case of Openness to Experience. It is the forth factor in oblimin and fifth factor in varimax procedure and only 6 of its 12 items belonged to the related factor. Items O53 and O58 were loaded only in the Agreeableness. In oblimin rotation item O53 was loaded on the Conscientiousness and Extraversion with equal loadings relatively. Finally, the Agreeableness had 6 Of 12 items corresponded to the NEO-FFI key scoring. The item of E27 is loaded only in this factor.



Male



Female

Figure 1. The scree plot for male and female groups

Table 4  
Factor loadings, communalities, eigen values and percentages of variance from PCA using varimax and oblimin rotation for five factor solution of Iranian NEO-FFI (male sample)

	varimax						oblimin						
Item s	C	N	E	A	O		Items	C	N	E	O	A	h <sup>2</sup>
<b>C15</b>	<b>.677</b>						<b>C15</b>	<b>.679</b>					.48
<b>C35</b>	<b>.657</b>						<b>C35</b>	<b>.671</b>					.51
<b>C25</b>	<b>.589</b>						<b>C25</b>	<b>.610</b>					.40
<b>C5</b>	<b>.583</b>						<b>C60</b>	<b>.597</b>					.38
<b>C50</b>	<b>.576</b>						<b>C50</b>	<b>.593</b>					.41
<b>C60</b>	<b>.570</b>						<b>C5</b>	<b>.571</b>					.37
<b>C10</b>	<b>.552</b>						<b>C10</b>	<b>.566</b>					.34
<b>C20</b>	<b>.542</b>						E52	.552		-.403			.46
E52	.517		.317				<b>C20</b>	<b>.548</b>					.35
<b>C40</b>	<b>.504</b>						O8	.522					.33
O8	.501						<b>C40</b>	<b>.520</b>					.29
E22	.466						<b>C55</b>	<b>.491</b>	-.414				.39
<b>C55</b>	<b>.454</b>	-.425					E22	.478					.24
A49	.433						A49	.450					.25
A4	.428						A4	.447			.309		.36
O38	-.307						O38	-.302					.21
O3	-.304						<i>O3</i>						.12
<b>N51</b>		<b>.661</b>					<b>N51</b>		<b>.658</b>				.49

N56		.592				N11		.598				.39
N11		.587				N56		.593				.41
N41		.563				N41		.553				.37
N26		.532				N26		.545				.42
N1		.523	-.302			N1		.541	.326			.41
N36		.512				N21		.531	.358		-.370	.47
N21		.507	-.324	-.330		N36		.523				.33
C45	.324	-.434				N6		.428				.26
N6		.422				C45	.354	-.427				.19
C30	.329	-.405				C30	.333	-.403				.28
A38						A38						.19
N31						N31						.09
E47						E47						.11
E57						E57						.04
E37			.750			E37	.325	-.781				.65
E12			.684			E12		-.717				.56
E42			.682			E42		-.715				.54
E32			.571			E32	.365	-.621				.47
E7			.542			E7		-.543				.32
E17			.476			E17		-.508				.34
N46			-.457			N46			.456			.29
(Table 4 continues)												

(Table 4 continued)												
varimax						oblimin						
Items	C	N	E	A	O	Items	C	N	E	O	A	h <sup>2</sup>
E2			.408			A33			-.397			.18

A33			.367			<b>E2</b>			<b>-.389</b>			.21
<i>N16</i>						<i>N16</i>						.14
<i>O28</i>						<i>O28</i>						.08
<b>A14</b>				<b>.558</b>		<b>O43</b>				<b>.634</b>		.47
<i>O58</i>				<i>-.477</i>		<b>O23</b>				<b>.601</b>		.38
<b>A9</b>				<b>.454</b>		<b>O48</b>				<b>.497</b>		.37
<b>A24</b>				<b>.423</b>		<b>O3</b>	.354		<i>-.333</i>	<b>.469</b>		.37
<b>A54</b>				<b>.416</b>		<b>O33</b>				<b>.447</b>		.22
<i>O53</i>				<i>-.393</i>		<i>A19</i>				.308		.18
<b>A44</b>				<b>.363</b>		<i>O18</i>						.09
<b>A29</b>				<b>.316</b>		<b>A14</b>					<b>.561</b>	.38
<i>E27</i>						<b>A9</b>					<b>.484</b>	.31
<i>A59</i>						<i>O58</i>					<i>-.465</i>	.27
<b>O43</b>					<b>.631</b>	<b>A24</b>					<b>.455</b>	.29
<b>O23</b>					<b>.606</b>	<b>A54</b>					<b>.428</b>	.21
<b>O48</b>					<b>.481</b>	<b>A44</b>					<b>.387</b>	.23
<b>O3</b>	.305				<b>.449</b>	<i>O53</i>	.327		.343		<i>-.367</i>	.37
<b>O33</b>					<b>.433</b>	<b>A29</b>					<b>.341</b>	.18
<i>A19</i>						<i>E27</i>					.315	.19
<i>O18</i>						<i>A59</i>						.11
Eigenvalue	8.32	3.82	2.79	2.24	1.77							
% variance	13.9	6.39	4.66	3.74	2.95							

Note: Boldface indicates items belonged to the appropriate factors. *Italic* indicates items have no factor loadings.

Factor loading > 0.3.

C= Conscientiousness, N= Neuroticism, E= Extraversion, O = Openness to Experience, A=Agreeableness.  $h^2$ = communality (ordered based on the items column of the oblimin procedure).

Factor structure of NEO-FFI in the female sample (Table 5) is relatively clearer than male's. The items belonged to their appropriate factors are more (41 items) and the items that have no loadings on the any factor are less than male sample. The Conscientiousness is the first factor which has 16 items but only 10 items are the same with NEO-FFI manual. Like the male sample, the items of O8, O38, A4, A49, E22 and E52 are loaded on this factor. Agreeableness, the second factor in the oblimin procedure and the fifth in the varimax procedure, has 7 items

that was corresponded to the appropriate factor. The items that were loaded on Extraversion are 10 and 11 in the varimax and oblimin procedures, respectively, and only 7 items belonged to original inventory. The items that are loaded on this factor have no loading in the other factors. Neuroticism is the third factor in varimax and fifth factor in oblimin procedure and has 9 of 12 main items. Openness to Experience is the fourth factor in both rotations. All of the 8 items which loaded on this factor belonged to the appropriate factor.

**Table 5**  
Factor loadings, communalities, eigenvalues and percentages of variance from PCA using varimax and oblimin rotation for five factor solution of Iranian NEO-FFI (female sample)

Item s	Varimax					Items	oblimin					h <sup>2</sup>
	C	E	N	A	O		C	A	E	O	N	
<b>C15</b>	<b>.681</b>					<b>C15</b>	<b>.676</b>					.54
<b>C50</b>	<b>.629</b>					<b>C50</b>	<b>.648</b>					.46
<b>C35</b>	<b>.604</b>					<b>C35</b>	<b>.632</b>		.356			.51
<b>C5</b>	<b>.595</b>					<b>C5</b>	<b>.581</b>					.38
<b>C60</b>	<b>.549</b>					<b>C60</b>	<b>.554</b>					.31
<b>C20</b>	<b>.524</b>					<b>C55</b>	<b>.533</b>				-.348	.41
<b>C55</b>	<b>.508</b>		-.388			<b>C25</b>	<b>.521</b>		.350			.38
<b>C10</b>	<b>.508</b>					<b>C20</b>	<b>.520</b>					.34
<b>C25</b>	<b>.487</b>		.			<b>E52</b>	<b>.520</b>		.502			.48
<b>C40</b>	<b>.485</b>					<b>C10</b>	<b>.508</b>					.27
<b>E52</b>	<b>.467</b>	.422				<b>C40</b>	<b>.483</b>					.27
<b>O8</b>	<b>.463</b>					<b>O8</b>	<b>.470</b>					.28
<b>A49</b>	<b>.430</b>					<b>A49</b>	<b>.441</b>					.25
<b>A4</b>	<b>.419</b>					<b>A4</b>	<b>.428</b>					.22
<b>E22</b>	<b>.413</b>					<b>E22</b>	<b>.418</b>					.18
<b>O38</b>	-					<b>O38</b>	<b>-.313</b>					.19

	.306											
E57						A14		-.585				.37
E37		.702				A38		-.450				.25
E32		.688				A54		-.447				.22
E42		.677				A44		-.446			-.348	.26
E12		.670				A9		-.445				.27
N46		-.552				A24		-.417				.28
E7		.548				A59		-.326				.16
E17		.503				A19		-.317				.21
N16		-.469				E27		-.302				.22
E2		.458				E37			.741			.60
N31		-.381				E32			.724			.56
A33						E42			.717			.55
N51			.626			E12			.698			.54
N26			.619			N46			-.564			.38
N21			.574			E7			.538			.32
N56			.552			E17			.520			.35
N6			.548			N16	.325		-.470			.29
N11			.537		-.353	E2			.447			.25
N36			.492			N31			-.384			.18
N1		-.315	.481			A33	.365		.330			.19
N41			.425			O43				.640		.50
C30	.329		-.388			O23				.620		.40
A29			-.387			O13				.493		.37
C45						O48				.460		.45
											(Table continues)	5

(Table 5 continued)												
varimax						oblimin						
Items	C	E	N	A	O	Items	C	A	E	O	N	h <sup>2</sup>
E177						O33				.394		.21
O43				.638		O53		.308		.391		.37
O23				.612		O28				.371		.17

<b>O13</b>				<b>.480</b>			<b>O58</b>				<b>.331</b>		.24
<b>O48</b>				<b>.440</b>			<i>O18</i>						.11
<b>O53</b>				<b>.396</b>	-.396		<i>O3</i>					.609	.12
<b>O33</b>				<b>.388</b>			<b>N51</b>					<b>.608</b>	.45
<b>O28</b>				<b>.368</b>			<b>N26</b>			-.304		<b>.568</b>	.45
<b>O58</b>				<b>.354</b>			<b>N21</b>		.363			<b>.540</b>	.44
<i>O18</i>							<b>N11</b>					<b>.537</b>	.33
<i>O3</i>							<b>N56</b>					<b>.533</b>	.34
<b>A14</b>						<b>.567</b>	<b>N6</b>					<b>.490</b>	.34
<b>A44</b>						<b>.446</b>	<b>N36</b>		.416			<b>.490</b>	.38
<b>A54</b>						<b>.438</b>	<b>N1</b>			-.331		<b>.415</b>	.36
<b>A38</b>						<b>.438</b>	<b>N41</b>					<b>-.389</b>	.24
<b>A9</b>						<b>.395</b>	<i>A29</i>					-.359	.18
<b>A24</b>						<b>.366</b>	<i>C30</i>	.355				.609	.28
<b>A19</b>			-.357			<b>.330</b>	<i>C45</i>						.19
<i>E27</i>							<i>E47</i>						.11
<i>A59</i>							<i>E57</i>						.06
Eigenvalue	7.53	4.21	2.89	2.38	1.94								
% variance	12.5	7.01	4.83	3.96	3.23								

Note: Boldface indicates items belonged to the appropriate factors. *Italic* indicates items have no factor loadings.  
Factor loading > 0.3.  
C= Conscientiousness, N=Neuroticism, E=Extraversion, O=Openness to Experience, A=Agreeableness.  
h<sup>2</sup>= communality (ordered based on the items column of the oblimin procedure).

The results of explanatory factor analysis indicated that a few items had loadings on one of the other factors. As shown in Table 6 most of these items were loaded on the Conscientiousness and are relatively the same in the two groups. Items of E5 “I like to be where the action is”, O2 “Once I find the right way to do something, I stick to it”, A1 “I try to be courteous to everyone I meet”, A10 “I generally try to be thoughtful and considerate”, loaded positively and O8 “I believe we should look to our religious authorities for decision on moral



issues”, and O1 “I don’t like to waste my time daydreaming” loaded negatively on Conscientiousness. The Neuroticism in the male sample has no these items, but in the female sample, A6 “I believe that most people will take advantage of you if you let them” loaded negatively. A4 “I would rather cooperate with others than compete with him” has positive loading only on male’s Openness to Experience. A7 “most people I know like me” and N10 “I am seldom sad or depressed” in both samples with different sign, and in female sample, A4 “I rarely feel lonely or blue” loaded on the Extraversion. In the Agreeableness, E6 “I usually prefer to do things alone” placed in the both samples, and O11 “I have a lot of intellectual curiosity” and O12 “I often enjoy playing with theories or abstract ideas” loaded on the male sample.

Table 6 The items of Persian NEO-FFI were placed only on the factors					
sample	N	E	O	A	C
Male		<b>N46, A33</b>	A19	O53, <b>O58</b> , E27	<b>E22, O2,</b> <b>O38, A4,</b> <b>A49, O3</b>
Female	A29	<b>N46, N16,</b> <b>N31</b>		E27	<b>E22, O2,</b> <b>O38, A4,</b> <b>A49,</b>
Note. Boldface indicates items are loaded by both varimax and oblimin procedures.					

### Confirmatory factor analysis

Two CFA models were developed according to the results of present explanatory factor analysis for both groups (see Figure 2). Model A was developed based on the items belonged to their appropriate factors according to the NEO-FFI manual and extracted by the current PCA. These items are 37 for male and 41 for female samples. Model B was developed based on all of the items loaded on the factors extracted by PCA that was conducted in this study. Numbers of these items are 51 and 57 for male and female groups respectively. For specification of the latent variables of N, E, O, A, and C, the loading for each latent variable’s highest factor loading indicator was pre-set to 1.0 to create a metric scale. These items are N51, E37, O43, A14, and C15 for both groups.

The fit indexes for the hypothesized models are presented in Table 7. As can be seen in Table 7, the Model A fit the data relatively well for two groups, especially for male’s. The chi-square was significant at  $p < .001$ , but the relative chi-square for male’s model was 1.99 and met

the criteria for adequate fit ( $< 2.0$ ) suggested by Byrne (1989). In the case of female's model A, this index exceeds the criteria ( $=2.5$ ). The point estimate of RMSEA and its upper confidence limit were for both models was lower than .05 and indicate good fit as pointed out by (Hu and Bentler, 1999; Browne and Cudeck, 1993). The goodness-of-fit indexes for male group fit well and close to acceptable criteria (GFI= .88 , IFI=.91, CFI= .91), and are better than female (GFI= .82, IFI= .88, CFI=.88). The models B for both groups don't fit the data well. The chi-squares are significant at  $p < .001$  and the relative chi-squares for both groups (2.44 for male and 2.81 for female) exceed the criteria. Although, the RMSEA is slightly below than .05, the goodness-of-fit indexes are inadequate.

Results of assessing items derived from the models including standardized solutions and squared multiple correlations ( $R^2$ ) showed that all of the standardized solutions were significant with  $t > 2.0$ , meaning these items significantly were reliable and correlated to the factor. But the  $R^2$  of items E2, O33, O58 in male's models and O33, A19, and A14 in female's model were low ( $R^2 < 0.1$ ). This suggests that these items are not effective measures of their underlying factors.

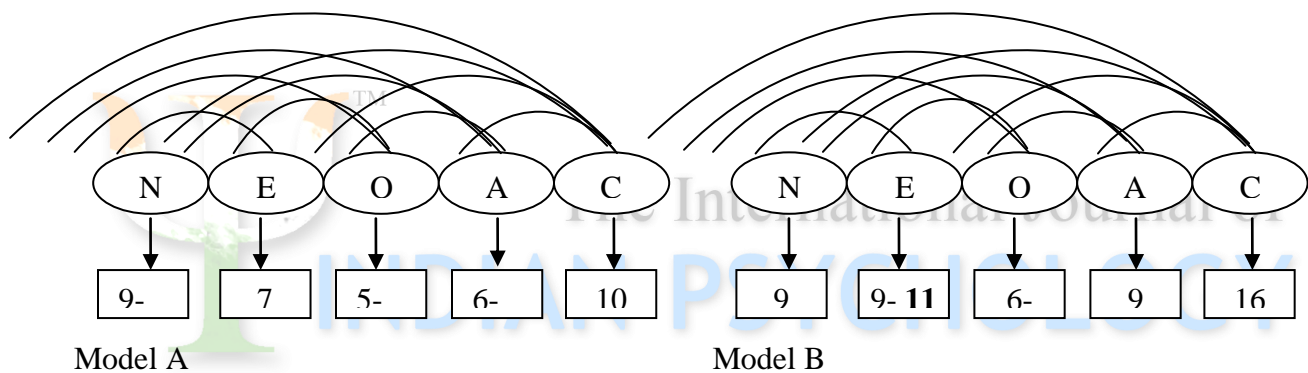


Figure 2. Path diagrams of models A and B of Persian NEO-FFI

Note. Digits in the squares indicate the number of items (indicators). Boldface indicates the number of items in female group. Model A included the items belonged to their appropriate factors, Model B included the items placed on the factors were extracted by present PCA.

Table 7 The Goodness of Fit Statistics for CFA Models of Persian NEO-FFI							
Models	$\chi^2$	df	$\chi^2/df$	GFI	IFI	CFI	RMSEA
<b>A</b>							
Male	1235.1**	619	1.99	.88	.91	.91	.042
Female	1955.5**	769	2.54	.82	.88	.88	.046
<b>B</b>							
Male	2963.8**	1214	2.44	.77	.89	.89	.043
Female	3843.3**	1367	2.81	.75	.87	.87	.046

Note. Model A = included the extracted items belonged to their appropriate factors (37 items male, 41 items female), Model B= included all of the items are loaded on the factors by the present PCA (51 items male, 57 items female). GFI=goodness of fit index, IFI= Incremental Fit

Index, CFI=Comparative Fit Index, RMSEA=Root Mean Square Error of Approximation.  
 \*\*  $P < .001$ .

## Discussion

The purpose of this study was to investigate the construct validity and factor structure of the Persian version of NEO-FFI, as a popular MFF instrument in the Persian speaking countries. Like the previous studies, we conducted the explanatory factor analysis through principle component analysis and tested two measurement models based on the confirmatory factor analysis to get clear understanding the Persian version NEO-FFI's factor structure.

First of all, the descriptive indices of the five factors indicated the distribution for Neuroticism positively skewed and for the next factors negatively skewed in both male and female samples. It seems the current participants tended to be present themselves in a favorable manner. While these results are similar with the findings reported by Aluja et al., (2005) in Spain and Switzerland, weren't replicated with the previous findings that indicated the positive skewness for N, O and C and negative for E and A (Holden and Fekken, 1994), the negative for A and C, and positive for the others (Panayiotou, Kokkinos and Spanoudis, 2004), and finally, the all factors have a normal and symmetrical distribution (Blackburn, Renwick, Donnelly and Logan, 2004).

The alpha Cronbach's coefficients of Neuroticism, Extraversion and Conscientiousness were relatively high, but theses coefficients for Openness and Agreeableness were lower than 0.7, the criteria assumed for the good internal consistency of subscales (Nunnally, 1978). The previous evidence has been found by many researchers (Parker and Stumpf, 1998; Rolland, Parker, and Stumpf, 1998; Sneed et al., 2002; Schmitz et al., 2000; Gignac, Bates and Jang, 2007; Panayiotou, and et al., 2004) showed these factors have some psychometric problems in different cultures in dicating the items of these scales are not homogenous.

While the results of the present factor analysis showed the best five factor solutions, it revealed some facts that were similar to the previous evidence. First, the variance explained by the five factors extracted was about 32% for both male and female samples and placed in the range of explained variances extracted by other researchers who reported between 27% (Sneed et al., 2002) and about 37% (Parker and Stumpf, 1998; Panayiotou, et al., 2004). Second, the factor structure of NEO-FFI in the item- level weren't replicated the scoring key in the manual. Based on oblimin procedures 8 and 3 items and based on the varimax procedure 10 and 7 items in the male and female samples respectively, had no loadings over than 0.30 in the five factors. Items of E6, E10, E12 and O4 were deleted in both samples. Furthermore, the items had loadings on their own factors were 37 and 41 of 60 items in male and female respectively. Similar finding have been found in previous studies (Sneed et al., 1998, Aluja et al., 2005, Panayiotou et al., 2004). Third, there was no notable difference in the NEO-FFI factor structure obtained by the oblique and orthogonal rotations especially in male sample. But in the female sample, the

oblique rotation presented difference in the order of extracted factors and the missed items. While, the missed items in the oblique rotation were lesser than the orthogonal rotation, number of items which belonged to their appropriate factors were equal, excepted of N56 that was loaded by oblique rotation.

Regarding our main objective concerning the factor structure of Persian version NEO-FFI, the results showed the first factor in both samples is C, and it had more items (that belonged to their appropriate or the other factors) and emerged stronger than the other scales. But the order of next extracted factors was different in male and female groups based on the rotation procedures. In male sample, the order was N, E, A and O (in both procedures) and in female sample was E, N, O, and A, in varimax and A, E, O and N in oblimin procedures. Moreover, the female's factor structure seems to be clearer and stronger than male's one, especially based on the oblique rotation. Because the missed items in the later are lesser and the items loaded in their correspond factors are more than male's. Regarding the items were placed on appropriate factors, in the male group the Openness to Experience and the Agreeableness (with 5 and 6 items respectively) were the weaker factors than the others. The Extraversion, in both groups, had 7 items and the Neuroticism had 9 items according to the inventory's scoring key. The number of cross-loaded items in the female group (13 items) was more than male group (11 items). But 6 items (N1, N21, E52, O53, C30, and C55) are cross-loaded in both.

These findings suggested that oblique rotation is slightly appropriate than varimax rotation to achieve more interpretable simple structure (as mentioned by Clarkson and Jennrich, 1988). Although, FFM theory may mandate that underlying latent constructs be uncorrelated with each other, the correlations between the underlying constructs are not assumed to be zero, and therefore the oblique rotation procedures may yield simpler and more interpretable factor patterns and will be more appropriate than orthogonal procedures.

The results of confirmatory factor analysis showed the hypothesized models based on the obtained factor structure have an unsatisfactory fit. In the other words, the models including both the items belonged to appropriate factors and the cross loading items did not fit the data well. But the models developed based on the items loaded only on the intended factors fit the data well, especially in male sample. These findings replicate the previous evidence that have shown CFA problems related to five factor model to reach acceptable levels of fit (Holden and Fekken, 1994; Schmitz et al., 2000; Panayiotou et al., 2004). But some researchers (Gignac et al., 2007) attributed these psychometric problems to the limitations and biasing of structural equation model.

An interesting result of current study is that the factor structure of (especially male's) Persian NEO-FFI was so similar with the findings that obtained by Panayiotou et al., (2004) who analyzed the instrument in the Greek context. The order of extracted factors in the two cultures was the same. In addition, 31 items (of 41 items in Greek and of 37 items in Iranian men) that loaded on their appropriate factors were the same in two countries. The Extraversion and the Agreeableness had 7 and 8 items of 12 items in both cultures and 6 items of both factors were the same. In the case of factor N, all of the 8 items of 12 items that loaded on Greek sample are

common with Iranian one. The Conscientiousness had 11 and 10 items of 12 items in Greek and Iranian samples, respectively, and their difference belongs only to C45 that loaded on Greek group. The Openness to Experience had least items in both cultures (6 in Greek and 5 in Iranian samples) and their 5 items were alike. Comparing the cross-load items in the two samples, indicated that the items of A4, A49, and O8 placed in C, C30 loaded on N, N46 and A33 are loaded on E, and O58 is placed on A.

The other similarity of the two cultures addressed to the scales mean differences between men and women. As present results showed the Iranian men, like the Greek one, were significantly higher than women in the Extraversion. On the other hand, in the Neuroticism, Openness, and Agreeableness the Iranian women, as the Greek one, scored significantly higher than men. The only difference related to the Conscientiousness that in Iranian women was significantly higher than the men but there was no significant difference between Greek's men and women. These findings suggested a question that whether the people of the two oldest civilizations may be having common underlying cultural components that could be appeared in the personality traits!

As recommended by the previous studies, the NEO-FFI should be applied with serious caution. Because of the cultural differences that appeared in the traits conceptualization, many of the items could not be the appropriate indicators to measure the intended factors. Therefore, the personality researchers who want working with this personality instrument associated with unsatisfactory levels of EFA and CFA model-fit should consider the psychometrics problems and replacement the appropriate items from NEO-PI-R or add some items based on the cultural context to measure the factors adequately.

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## **An Analytical Study of Attitude toward Sexual Behavior among Graduate and Post-Graduate Student**

Pancholi Haresh\*

### **ABSTARCT**

In present investigation the man object was know the attitude of toward sexual behavior among graduate and post-graduate student. 2x2x2 by factorial design by the use for the data collection, the scale of Dr. yashvirsinh was translated and standardize and used total 240 was randomly and stratified collected from the science college and arts college in Bhavnagar university. Further they was stratified of the basic of graduate and post graduate and male-female. The statistical analysis the 'F' test for use the conclusion showed that the different of attitude toward sexual behavior was from significant between graduate and post graduate student ( $F=183$ ). The different of attitude toward sexual behavior was from significant between male and female student ( $F=22.99$ ). The different of attitude toward sexual behavior was found not significant between science stream and arts stream( $F=1.32$ ). The different of attitude toward sexual behavior was significant between education level and sex (1281.00). The different of attitude between sexual behavior was from significant 00.5 level between sex and stream ( $F=5.43$ ). The different of attitude toward sexual behavior was found not significant between education level and stream ( $F=1.96$ ). The different of attitude toward sexual behavior was found not significant between education level, gender and stream ( $F=1.47$ ).

### **INTRODUCTION :-**

Every year about 2,50,000 college students take a human sexuality course, according to a 1994 estimate (Moglia, 1994). A major assumption made by many who teach theses courses is that they result in significant changes in attitudes about sexuality, e.g., increased knowledge, greater understanding and tolerance of both one's own and others' behavior, etc. Despite the importance of such attitude change, relatively little work has been done on developing broad measures of attitude change with good psychometric properties, especially in recent years.

**Sexual behavior** in children has been the focus of increasing attention over the past decade, after the advent of research that demonstrated a consistent relationship between **sexual** abuse and **sexual behavior** in children. Although a broad range of **sexual behaviors** has been observed in normal children, further research is needed to expand the knowledge base of practicing pediatricians regarding what is normative about **sexual behavior** in children.

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**Sexual behavior** in children can be sorted into a number of categories, all of them having an adult **behavioral** correspondence. These include adherence to personal boundaries, exhibitionism, gender role **behavior**, self-stimulation, **sexual** anxiety, **sexual** interest, **sexual** intrusiveness, **sexual** knowledge, and voyeuristic **behavior**. Personal boundaries reflect the presumed interpersonal distance maintained by most people. Young children, who are just learning the culturally appropriate distance, may stand too close, rub against people, or casually touch their mother's breasts or father's genitals. Exhibitionistic **behavior** in children, deliberately exposing body parts to other children or adults, may also take the form of "playing doctor." Gender role **behavior** reflects the sex-typing of interests and **behaviors** seen in children, and self-stimulation subsumes masturbation as well as touching or rubbing different parts of the body to bring pleasure. Children may show excessive modesty or anxiety at displays of affection between parents or other individuals. Alternatively, children may be very curious and open regarding **sexual** matters, including interest in the opposite sex and interest in more mature television shows or videos.

Young people select friends whose attitudes about sex are consistent with their own attitudes. The effect of friends' attitudes on sexual behavior was stronger for females than for males. High-risk sexual behavior in adolescents appears to be influenced by the sexual attitudes of peers, and young people select friends whose attitudes about sex are consistent with their own attitudes. Researchers sought to determine how adolescents come to resemble their peers in risky attitudes and behaviors, attempting to learn whether they are encouraged by peers to adopt certain behaviors or gravitate toward others with similar attitudes and behaviors. They also examined the role of peer attitudes in the development of high-risk behaviors.

The study analyzed data on 1,350 15- to 18-year-old male and female students taking part in the National Longitudinal Study of Adolescent Health, a nationwide study of individual, peer, family, school, and community factors related to health. High-risk sexual behavior was defined by the number of partners with whom adolescents had intercourse without a condom. Other findings showed that adolescents choose new friends with attitudes that are similar to their own. Teens who believed that sex had undesirable consequences were likely to choose new friends and retain existing friends with similar attitudes. This occurred to a similar extent in males and females. Previous research focuses on deliberative, belief-based attitudes toward sexual risk behaviors. Sexual contexts, however, epitomize situations in which systematic retrieval of one's beliefs about condoms and HIV prevention might often be minimal. Recent theoretical advances suggest that in such contexts, behavior should be better predicted by implicit attitudes. Implicit sexual attitudes are evaluative responses that are automatically and effortlessly evoked by cues in a sexual situation and involve feelings rather than verbally articulated thought.

### **THE RANGE OF TEENAGE SEXUAL BEHAVIOR**

#### **NORMAL RANGE**

- Sexually explicit conversations with peers

Obscenities and jokes within cultural norm

- Sexual innuendo, flirting and courtship
- Interest in erotica
- Solitary masturbation
- Hugging, kissing, holding hands
- Foreplay, (petting, making out, fondling) and mutual masturbation: Moral, social or familial
- rules may restrict, but these behaviors are not abnormal, developmentally harmful, or illegal
- when private, consensual, equal, and non-coercive.
- Monogamist intercourse: Stable monogamy is defined as a single sexual partner throughout adolescence. Serial monogamy indicates long-term (several months or years) involvement with a single partner which ends and is then followed by another

### **YELLOW FLAG**

Though many of these are not necessarily outside the range of behavior exhibited in teen peer groups, some evaluation and response is desirable in order to support healthy and responsible attitudes and behavior.

- Sexual preoccupation/anxiety (interfering in daily functioning)
- Pornographic interest
- Polygamist sexual intercourse/promiscuity-- indiscriminate sexual contact with more than one partner during the same period of time.
- Sexually aggressive themes/obscenities
- Sexual graffiti (especially chronic and impacting individuals)
- Embarrassment of others with sexual themes
- Violation of others' body space
- Pulling skirts up/pants down
- Single occurrence of peeping, exposing with known peers
- Mooning and obscene gestures

### **RED FLAG**

- Compulsive masturbation (especially chronic or public)
- Degradation/humiliation of self or others with sexual themes
- Attempting to expose others' genitals
- Chronic preoccupation with sexually aggressive pornography
- Sexually explicit conversation with significantly young children

### **METHOD :-**

#### **(i) Hypothesis :**

A. We do not found any difference of attitude toward sexual behavior between graduate and post graduate.



B. We don't found any difference attitude toward sexual behavior between male and female.

C. We don't found any difference of attitude toward sexual behavior between student of science stream and student of arts stream.

D. We don't found any difference of attitude toward sexual behavior between education level and gender of student.

E. We don't found any difference of attitude toward sexual behavior between gender and stream of the students.

F. We don't found any difference of attitude toward sexual behavior between education level and stream of the students.

G. We don't found any difference of attitude toward sexual behavior among education level, gender and stream of the students.

### (ii) Sample :

For the study of present research many college and department of Bhavnagar University. Was including in universe. Researcher took sample from the universe in which he purpose fully selected Department of science, commerce management and Arts Stream of Bhavnagar University. The sample was taken by stratified random method. Total sample of 240 was taken from different commerce of Arts and science stream's student.

### (iii) Tools :

#### (A) Individual information sheet :

Individual variable of student's like (a) Graduation and post graduation level (b) Gender-(male,female) (c) stream- (Arts,science) etc.

#### (B) Scale of Sexual behavior attitude Measurement:

Contracted by Dr.Yashvirsinh (1971) and Gujarati translation was done by Dr.Arvind Dungrani (2004) Reliability was found 0.70 through split half method 0.68 through spearman brown method.

### (iv) Procedure :

The scale of attitude toward sexual behavior. The scale of made of two option. Option was in either in 'yes' or 'no'. This scale considered 40 sentence. In each 20 word positive and 20 word negative. The respond category have been provided each question. Response 'yes' mark '2' and response 'No' mark '1'. The maximum possible score is 80 and the minimum possible score is 40.High score is to be interpreted as high attitude of sexual behavior and low score as low attitude of sexual behavior.

### (v) statistics :

Here in this study the 'F'-Test was conducted as a statistical technique to prove the aim.

### RESULT :-

**Table No :1**

Showing the summary of 'F' ration on overall attitude of sexual behavior. (ANOVA-2x2x2)

Source of Variation	Sum of square	df	Mean sum of square	'F' ratio	Level of Significant
A	0.14	1	0.14	183	0.01



B	589.06	1	589.06	22.93	0.01
C	33.73	1	33.73	1.32	N.S.
AxB	0.02	1	0.02	1281.00	0.01
BxC	139.20	1	139.20	5.43	0.05
AxC	13.10	1	13.10	1.96	N.S.
AxBxC	75.18	2	37.59	1.47	N.S.
Wss	5917.30	231	25.62	-	-
Total	6767.73	239	28.32	-	-

## DISCUSSION :-

The null hypothesis is not accepted regarding student education level has we found significant different of sexual attitude toward sexual behavior between graduate and post graduate student. Has we can see concluding there is different of attitude to sexual behavior between graduate and post graduate level student. On post graduate level student we come where matured so this can be one the reason and different getting different.

In the reference at the general. We found significant different between male and female student. So the null hypotheses is rejected hear. We found different types of responses toward sexual behavior from male and female student. Show these different types of difference can be one of the reasons up getting different between attitude from male and female student.

We do not get in the difference attitude of sexual behavior between student of science stream and student of arts stream. So null hypotheses accepted hear. We can conclusive that the attitude sexual behavior was not officiated from the stream of student in this which student. In present 21<sup>th</sup> century in the facility in advance of connected. We very quickly every stream of collected these educations is providing and ofcourse there are getting. For there environment too.

As education level and sex point of view there is a significant difference in attitude of sex behavior in student. There for null hypothesis is unacceptable because of difference in sexual behavior of male and female we can conclude that according to educational level and sex there is a difference in attitude of sex behavior boys and girls get social, education and emotional maturity with increment in age there for they fill have a less attitude toward sex behavior.

As a sex and stream point of view there is a average significant difference is 0.05 level in student attitude of sex behavior. There for null hypothesis is unacceptable. Student which are not in science stream, generally they fill shame higher then the science student the reason is science stream student has knowledge about sexual behavior.

As a education level and education stream point of view there is a significant difference in attitude of sex behavior in student there is null hypothesis is acceptable due to the modern era there is a development in knowledge about sexual behavior. People looks on sex as a psychophysical necessity in stead of sin, shame, or abhorrence and it is depend on maturity of person. There is a no difference in attitude of sex behavior for science stream and arts streams student. because both get shame environment, friends, family and rules and regulation in society.

As a far as education level, sex and stream is concern there is a not significant average difference in attitude of sex behavior in student. There for the null hypothesis is acceptable in

last few year. There is development in attitude of sexual behavior with development of roll of male and female in the new era the attitude of freedom from sexual relation between male and female is developed.

### **CONCLUSION :-**

1. There is significant difference between graduate and post-graduate student toward attitude of sexual behavior.
2. There is significant difference between boys and girls toward attitude of sexual behavior.
3. There is no significant difference between science stream and arts stream toward attitude of sexual behavior.
4. There is significant difference between education level and sex toward attitude of sexual behavior.
5. There is significant difference between sex and educational stream toward attitude of sexual behavior.
6. There is no significant difference between education level and educational stream toward attitude of sexual behavior.
7. There is no significant difference between education level, sex and educational stream toward attitude of sexual behavior.

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## **Job Satisfaction and Organizational Commitment among Public and Private Engineers**

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### **ABSTRACT**

The present study is aimed at exploring the job satisfaction and organizational commitment among engineers of government and private organizations. Sample of the study consisted of 25 government engineers and 25 private engineers belong to Jodhpur District. All the employees have been in the age range of 30 to 45 years with service experience ranges between 5 to 15 years and may be of both the services and working in government and private sectors. For this purpose Job Descriptive Index (Smith, Kendall and Hulin, 1969) adopted for Indian settings by Sayeed and Sinha (1981) and further translated in Hindi (by the standard two-time process) and successfully used on a sample other than industrial organizations (Sinha, 1993) and Organization commitment scale developed by Puja Gupta, (2003) was used. Results indicated there is significant difference between engineers of government and private organizations on job satisfaction and organizational commitment.

**Keywords:** Job satisfaction, organizational commitment, engineers, organizations

### **INTRODUCTION**

Job satisfaction regards one's feelings or state-of-mind regarding the nature of their work. It can be influenced by a variety of factors, e.g., the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc.

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A person's job satisfaction is also influenced by what kind of adjustment and interaction one experience in the work setting. Adjustment can be defined as the effective adaption of any individual to his environment both internal and external, including conformity to groups norms, means deals value and so on. Anyone who has ever held a job knows that if he does not get along with his co-workers, the job is unsatisfactory. It has been found that there is also a positive correlation between job satisfaction and adjustment to people on the outside also effects a person's adjustment to his job.

The job satisfaction must begin with an identification of its epistemological roots. Since satisfaction is an emotional response the meaning of the concept can only be discovered and grasped by a process of introspection, that is, an act of conceptual identification directed to one's mental contents and processes. Job satisfaction may be defined (for the present) as a pleasurable or positive emotional state resulting from the appraisal of one's job or experience.

Job satisfaction has been defined as a general attitude toward one's job. It is in regard to one's feelings or state-of-mind regarding the nature of their work. According to Robbins (1997), Job satisfaction is the difference between the amount of rewards employees receive and the amount they believe they should receive. Again Mobey and Locke (1970) opined Job satisfaction and dissatisfaction are function of the perceived relationship between what one expects and obtains from one's job and how much importance or value one attributes to it. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction represents the extent to which expectations are and match the real awards.

### ***Impact of job satisfaction***

Job satisfaction has a positive impact on productivity, presence and performance. Satisfaction workers like to perform more willingly and happily, which increases the productivity. Job satisfaction induces employees to remain with the organization. The behaviour of an employee is improved when he works with satisfaction. Job satisfaction is seen more in higher levels employees also. The turnover is increased with satisfied employees and satisfied sales force.

Market conditions, job opportunities, length of work tenures, promotional policies along with satisfied sales force will increase sales.

Dissatisfied employees prefer the channels of exit or neutral productivity. They do not like to work hard or demonstrate their capacities. They continue to work as routine and uninterested persons. If they are pressurized to resort to unhealthy and disinterested jobs, they prefer to leave the job. Loyalty declines and criticism of the organization will suffer a lot.

Job design is created to help employees to get satisfaction and perform better. The job content, functions and relationship are well designed to motivate employees for better results and achievement of organizational goals.

### ***Organizational Commitment***

Organizational commitment is the emotional attachment people have toward the company they work for. A highly committed employee is one who accepts and believes in the company's values, is willing to put out effort to meet the company's goals, and has a strong desire to remain with the company. People who are committed to their company often refer to their company as "we" as opposed to "they" as in "in this company, we have great benefits." The way we refer to the company indicates the type of attachment and identification we have with the company.

Organizational commitment is one of those concepts that is used in a number of different ways. In most cases, we use the term to refer to a type of employee, that is, an employee with high organizational commitment. In this case, we generally refer to three observable patterns of behavior. When we see an employee exhibiting these patterns of behavior, we attribute these patterns to something we call *commitment* and we say that individual is committed. More recently, these behaviors have been termed organizational citizenship behaviors. The three components of commitment are:

**Identification** with the organization's goals and/or mission manifested in pride and defense of the organization.

**Long-term membership** in the organization and intention to remain with the organization, often termed loyalty

High levels of **extra role behavior**, that is, behavior beyond required performance- Often referred to as *citizenship behavior* or pro-social behavior.

In the fields of Organizational Behavior and Organizational Psychology is, in a general sense, the employee's psychological attachment to the organization. It can be contrasted with other work-related attitudes, such as job satisfaction, defined as an employee's feelings about their job, and organizational identification, defined as the degree to which an employee experiences a 'sense of oneness with their organization.

Meyer and Allen (1994) state that organizational commitment is a "A psychological state that a) characterizes the employee's relationship with the organization, and b) has implications for the decision to continue membership in the organization". Other researchers use similar definitions that refer to an employee's attachment, goal congruency, identification, loyalty and allegiance to their organization.

Organizational commitment is important to researchers and organizations because of the desire to retain a strong workforce. Researchers and practitioners are keenly interested in understanding the factors that influence an individual's decision to stay or leave an organization. While turnover is related to all three types of commitment, research suggests there may be unique relationships between the three types of commitment and other work-related outcomes (e.g., absenteeism, organizational citizenship behaviors, and performance). Affective commitment tends to be most highly related to these outcomes. A review of the research suggests that researchers have typically focused on organizational outcomes and correlates of commitment. However, more recently, researchers are beginning to examine more individual-level correlates of affective commitment like stress, well-being and work-family conflict (Meyer et al., 2002). This shift in focus is relevant to the current work, as work-life programs are often instituted to positively affect these individual-level constructs. (Murphy & Sauter, 2003).



## METHOD

### Hypothesis

- There will be differences in the degree of job satisfaction and level of organizational commitment in the employees of private and public organization.
- There will be relationship between job satisfaction and organizational commitment in different organizations.

### Design

There is a co relational field study in which job satisfaction and organizational commitment of engineers working in private and public organization have been investigated. The variables include in the present were organizational commitment which was in three parts affective commitment, continuance commitment and normative commitment; Job satisfaction (in five parts); work, officer, colleagues/friends, salary/wages and promotion

### Sample

The present study was conducted on an incidental-purposive of 50 subjects: 25 engineers from private and 25 engineers from public organization. All the employees have been in the age range of 30 to 45 years with service experience ranges between 5 to 15 years and may be of both the services and working in government and private sectors.

### Tools

**Job Satisfaction-** this variable was assessed on five aspects, viz., work itself, superiors, colleagues, pay and promotion. Summing up all the aspects gave the overall job satisfaction. It is based on Job Descriptive Index (Smith, Kendall and Hulin, 1969) adopted for Indian settings by Sayeed and Sinha (1981) and further translated in Hindi (by the standard two-time process) and successfully used on a sample other than industrial organizations (Sinha, 1993).

**Organizational Commitment:** Organization commitment scale developed by Puja Gupta, (2003), "Organization commitment type of Organization: A pilot study for Ph.D. work. (Adoption in Hindi, "Organization Commitment of Mowday, Steers and Poster, 1979). This questionnaire includes three dimensions and total no. of items is 15. The types of three dimensions are Affective Commitment, Continuance Commitment and Normative Commitment.

## RESULT AND DISCUSSION

**Table No. 1: Shows Mean, S.D. and 't' values of government and private engineers on organizational commitment.**

GROUPS	N	M	SD	t	p
Govt. Eng.	25	68.12	4.89	15.93**	0.01
Pvt. Eng.	25	46.68	4.61		

\*\*P<0.01

\*P<0.05

The Table-1 reveals that the engineers in the government organization (N=25) has the mean score on organizational commitment variable is M=68.12 with the standard deviation of SD=4.89 & the engineers in the private organization (N=25) has the mean score M=46.68 with the standard deviation of SD=4.61. The t-value of government & private engineers on organizational commitment is t=15.93 (significant at 0.01 Level), on this aspect the organizations seems to differ.

**Table No. 2: Shows Mean, S.D. and 't' values of government and private engineers on job satisfaction.**

GROUPS	N	M	SD	t	p
Govt. Eng.	25	64.24	6.17	-.16	N.S.
Pvt. Eng.	25	64.52	5.59		

\*\*P<0.01

\*P<0.05

The table 2 reveals that the engineers in the government organization (N=25) has the mean score or job satisfaction is M= 64.24 with the SD= 6.17 & the engineers in the private organization (N=25) has the mean score M= 64.52 with the SD= 5.59. The t-value of government & private

engineers on job satisfaction is  $t = -.16$  which shows that there is not any significant difference on this aspect the organizations are not seem to differ.

**Table No. 3: Correlation coefficient between Engineers of two organizations (Govt. and Pvt.) on organizational commitment (O.C.) and job satisfaction.**

Variables	N	r	Significance
Govn. and Pvt. Eng. On O.C.	50	.08	Non Sig.
Govn. and Pvt. Eng. On Job Sat.	50	.47*	0.05

\*\*Correlation is significant at the 0.01 level (2-tailed). \*Correlation is significant at the 0.05 level (2-tailed).

A careful inspection of inter correlation matrix (Table no. 3) reveals that the measures of organizational commitment of government and private engineers are statistically not significant. Results indicate that government and private organizations are significantly correlated with job satisfaction of engineers. The inter correlation between government engineers and private engineers on job satisfaction is .47 which is significant at 0.05 probability level.

**Table No. 4 : Shows ANOVA values of organization commitment factors of government and private engineers**

Factors	Source	SS	df	MS	F	P
Affective O.C.	Between Groups	800.00	1	800.00	117.18	.00
	Within Groups	327.68	48	6.82		

Normative O.C.	Between Groups	380.88	1	380.88	64.68	.00
	Within Groups	282.64	48	5.88		
Continuance O.C.	Between Groups	816.08	1	816.08	124.49	.00
	Within Groups	314.64	48	6.55		

The table 4 reveals that on Affective factor of engineers the F ratio= 117.18 that is significant at .01 probability level which shows that there is significant difference on both groups of government and private engineers. On Normative factor of engineers the F ratio= 64.68 that is significant at .01 probability level which shows that there is significant difference on both groups government and private engineers. On continuance factor of engineers the F ratio= 124.49 that is significant at .01 probability level which shows that there is significant difference on both groups of government and private engineers. Bunker and Meena (2013), found significant difference between different medical employees in terms of their work environment, contentment and goal fulfillment as a organizational commitment and job satisfaction variable. The above research is supported by the present findings.

**Table No. 5: Shows ANOVA values of job satisfaction factors of government and private engineers**

Factors	Source	SS	df	MS	F	p
Work	Between Groups	1.62	1	1.62	.29	.59

	Within Groups	264.00	48	5.50		
Officer	Between Groups	7.22	1	7.22	5.95	.01
	Within Groups	58.16	48	1.21		
Friends	Between Groups	79.38	1	79.38	13.25	.00
	Within Groups	287.44	48	5.98		
Salary	Between Groups	13.52	1	13.52	15.10	.00
	Within Groups	42.96	48	.89		
Promotion	Between Groups	.08	1	.08	.02	.87
	Within Groups	159.92	48	3.32		

The table 5 reveals that Engineers of government and private groups on work factors of job satisfaction have the F ratio= .29 that is no significant at .59 probability level which shows that there is not any significant difference on both groups of government and private engineers, On officer factor the F ratio= 5.95 that is no significant at .01 probability level which shows that there is not any significant difference on both groups of government and private engineers. But on friends factor the engineers has F ratio= 13.25 and on salary factors the F ratio= 15.10 that is both significant at .01 probability level respectively which shows that there is significant difference on these two factors of job satisfaction between both groups of government and private engineers. On promotion factor the F ratio= .02 that is non significant .87 probability level which shows that there is not any significant difference on both groups of government and private engineers on this factor.

## CONCLUSION

The present investigation was conducted to find out the rate of organizational commitment and job satisfaction in relation to different organizations. After analyzing the results, it can be said that the hypothesis of the present investigation i.e., government and private organization differ from each other on job satisfaction and organizational commitment and the relationship between job satisfaction and organizational commitment is partially conformed. The findings of the present study lead to conclusions:

- That the quantitative differences in the two organizations regarding job satisfaction and organizational commitment dimensions are indicators of the typology of the organization;
- That the job satisfaction and organization commitment phenomena is recognized by all types of organizations but their perceptions differ with reference to their roles, quantification and manifestations;
- That people in different organizations differ in their perception of operational factors of commitment and job satisfaction in their organizations;
- The framework could be applied and tested not only on government or private organizations but on other types of organizations as well;
- Attempts should be made to use and apply the findings, wherever and whenever possible, for improvement and/or modification of organizational behaviour.

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## **School Adjustment of Higher Secondary School**

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### **ABSTRACT:**

The present study was School Adjustment level of Arts and Science students. Total 120 students were selected randomly BHAVNAGAR district area's schools. In which 60 students (30 male and 30 females) from Arts faculty and 60 student (30 male and 30 females) from Science faculty.

After analysis was done according to key for the comparison of difference group 't' test was calculated.

### **INTRODUCTION:**

Students face many adjustments in school. From year to year, there are change in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work and peers. Their successes in negotiating these challenges predict school success.

School adjustment has been construed historically in terms of children 'Academic progress or achievement.(Birch &laddi 1996) This outcome is important it narrows the search for precursors and events in children's environment that may affect adjustment. One broader level, we might think of adjustment as involving not only children's progress and achievement but also their attitudes toward school anxieties on.

Investigate or have argued that interpersonal relationships affect children's academic motivation (Newman). Contended that involvement or the quality of relationships with peers and teachers is a powerful motivator noted that school learning can be promoted by learning contents that enhance student involvement with of nets. Research shows that children's lone lines and social dissatisfaction related navigation to school achievement.

### **EMOTIONAL DEVELOPMENT**

#### **• Back to school for the shy child :**

If you happen to have a school age child who is shy, you are probably all too families

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with and of spumes worries you. Child may be worrying about the new, kids new classroom and more than likely. You are spending your free time worrying about your child.

The good news is this parent's can take. Concrete steps to help shy children. In fact according to dr. robert co plan leading shyness.

The goal is never to change children into something they're not co plan says shy children are probably never going to be the most outgoing exuberant people. We're just trying to make sure their shyness doesn't prevent them from doing the kinds of things they need and want to do as a child.

- **What is social emotional learning?**

Present expect their children to learn reading, writing and math at school. But after years of measuring success based on test scores, experts are concerned that students are not learning something just important the social skills they need to succeed in life.

According to the national center for education statistics during the 2007 -2008 school year 46% of public schools had at least one serious disciplinary action and 31% of schools dealt with fighting or physical attacks in response advocates for social and emotional learning hope to use social skill instruction to address behavior, discipline, safety, and academics to help kids become self-aware, manage their emotions build social skills (empathy perspective talking appreciating differences), from good relationships and make positive decisions. in short says room duffel, executive director of the committee for children ' these are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully and make ethical and safe choices.

- **Gender differences :Preschool**

Sugar and spice and everything nice vs. forges and sails and puppy dog tails? The gender differences aren't exactly that clear-cut but by preschool children identify themselves as male or female and gender differences in their four year olds tend to judge others genders based on superficial characteristics assuming for example, that anyone with long hair must be female and that perhaps that person's gender might change with a gender is constant.

Because they are hard wired to enjoy spatial, mechanical play boys require more physical space than girls and will bounce off the walls when.

- **Gender differences :4<sup>th</sup> grade**

A recent study conducted by progress in international reading literacy showed that fourth grade girls in over thirty countries scored higher than boys on reading tests. According to the most recent national assessment of education progress only 21% of American boys are proficient or advanced writes as opposed to 39% of girls.

• **Your 5<sup>th</sup> grader's social life**

By fifth grade your child is likely to be able on mean, social machine and mean. Its matter of survival now is the time when teasing and gossiping take center stage in the social area as children's social instincts become sharp as a whip and entirely ego centric by fifth grade kids have figured out that to win the social game. You have some 'loser' and fifth graders are anxious to defect criticizing away from themselves even if that means assigning it to others.

**Objectives:**

1. To know the difference between the school adjustment level of male and female students.
2. To know the difference between the school adjustment level of Arts and Science students.
3. To know the difference between the school adjustment level of male and female from Arts group.
4. To know the difference between the school adjustment level of male and female from Science group.

**Hypothesis:**

1. There is no difference of school adjustment level of arts male and female.
2. There is no difference of school adjustment level of science male and female.
3. There is no difference of school adjustment level of arts and science male students.
4. There is no difference of school adjustment level of arts and science female students.
5. There is no difference of school adjustment level of male and female students.

**Variable:**

In present research following variable are shown in this table

Name of variable	Nature of variable	Number of variable
Two*groups	IV	2
School adjustment	DV	1
Gender	IV	2

IV =Independent Variable, DV =Dependent Variable,\*Arts and Science

**Sampling:**

Group	Male	Female	Total
Arts	30	30	60
Science	30	30	60
-	-	-	-
Total	60	60	120

**Tools:**

In the present studies for finding of school adjustment level on the arts and science students the main objectives of this research. percentage score presents study is for finding out the Adjustment test used. Developed by Binna shah and Anashu (1986).

**Research design:**

120 male and female students were selected randomly BHAVANAGAR district area's school. Student was divided in two groups. Group one 'Arts', in which 60 persons (30 are male and 30 are female). Number of two group 'Science', in which 60 persons (30 are male and 30 are female).

After collecting the data statistical analysis was done according to key for the comparison of different groups 't' test was calculated.

**Results and Discussion:****Table no.1: Male and female from Arts group.**

Groups	N	Mean	SD	SEM	t	Level
Male	30	28.50	4.37	0.80	0.7692	NS
Female	30	27.63	4.36	0.80		0.01

- This table indicates no significant difference between male and female from Arts group. Males are more effective in school adjustment level.

**Table no.2: Male and female from Science group.**

Group	N	Mean	SD	SEM		Level
Male	30	32.23	4.62	0.84	1.3557	NS
Female	30	33.87	4.71	0.86		0.01

- This table indicates no significant difference between male and female from science group. Female are more effective in school adjustment level.

**Table no.3: Male from Arts and Science group.**

Group	N	Mean	SD	SEM	t	Level
Male (A)	30	28.50	4.37	0.80	3.2154	NS
Female(s)	30	32.23	4.62	0.84		0.01

- This table indicates no significant difference between male from arts and science group. Science female are more effective in school adjustment.

**Table no.4: Female from Arts and Science group.**

Groups	N	Mean	SD	SEM	t	Level
Female(A)	30	27.63	4.36	0.80	5.3198	SIG
Female(S)	30	33.87	4.71	0.86		0.01

- This table indicates significant no difference between female from arts and science group. Science female are more effective in school adjustment.

**Table no.5: All over male and female.**

Groups	N	Mean	SD	SEM	t	Level
Male	60	28.07	4.35	0.56	6.0289	SIG
Female	60	33.05	4.70	0.61		0.01

- This table indicates significant no difference between male and female all group. Female are more effective in school adjustment level.

### INTERPRETATION OF TABLES AND TESTING OF HYPOTHESIS:

**HO1:** There is no significant effect of school adjustment level between male and female of Arts group. Tested t value is 0.7692 at 0.01 levels. So, we accepted of this null hypothesis.

**HO2:** There is no significant effect of school adjustment level between male and female from Science group. Tested t value is 1.3557 at 0.01 levels. So, we accepted of this null hypothesis.

**HO3:** There is no significant effect of school adjustment level between male from Arts and Science group. Tested t value is 3.2154 at 0.01 levels. So, we accepted of this null hypothesis.

**HO4:** There is significant effect of school adjustment level between female from Arts and Science group. Tested t value is 5.3198 at 0.01 levels. So, we unaccepted of this null hypothesis.

**HO5:** There is significant effect of school adjustment level between all over male and female. Tested t value is 6.0289 at 0.01 levels. So, we unaccepted of this null hypothesis.

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## **Effect of Media on Children Behaviour: Media Psychological Perspective**

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### **ABSTRACT:**

There is both Negative and positive effect of Media on Children Behaviour. The first issue of the media's effects on children is violence in the media. By far the greatest amount of psychological research on the media has concerned the impact of televised violence and violence contained within video games on children and concluded that exposure to Media and video game violence leads to increased aggression, an effect that has been demonstrated both as a short term consequence and longer-term effect of excessive exposure. Parents commonly express concern over advertising directed at children, perceiving it as a source of conflict with their children who demand advertised products that parents may feel are inappropriate, and also fearing that it may lead them to adopt overly materialistic values. Media play Importance role in child socialization processes and it play role to teach child cultural values and beliefs. Media also play role in Children education and their awareness about Global issues. Parental Mediation play Importance role to Increase Positive effect of media on children and reduce Negative effect of Media on children.

Key Words: Media Violence, Aggression, Advertizing, Child Socialization and Parental Mediation.

### **INTRODUCTION:**

Media representations are not simply a mirror of society but rather that they are highly selective and constructed portrayals. It is the capacity of these portrayals to shape and frame our perception of the world which is under consideration here. The first two issues which are reviewed concern the media's effects on children. The first of these is violence in the media. By far the greatest amount of psychological research on the media has concerned the impact of televised violence and violence contained within video games on children. Since literally thousands of studies have been conducted, we attempt to make sense of this vast literature by drawing together the conclusions made by existing authoritative reviews of the literature. The complexity of the questions involved in this area make it difficult to reach clear-cut conclusions, but there is reasonable consensus on some central issues. For instance, it is generally agreed that prolonged exposure to media violence is one of the many interacting factors which lead to children being more likely to display aggressive behaviour in the long term. It is also agreed that the social context is important in determining the effects of exposure to violent media; e.g., if an adult helps the child interpret and critique the viewed material, the negative effects are lessened. Later research on violent video games has largely supported these effects of violent media, showing that exposure to video game violence leads to increased aggression, an effect that has been demonstrated both as a short-term consequence and longer-term effect of excessive exposure.

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The second area reviewed concerns advertising. Parents commonly express concern over advertising directed at children, perceiving it as a source of conflict with their children who demand advertised products that parents may feel are inappropriate, and also fearing that it may lead them to adopt overly materialistic values. We review the literature on whether and when children can distinguish advertising from other forms of programming, and the extent to which it affects their desire for products and their buying behaviour. It appears that, although very young children can discriminate advertisements from programs, it is not until school age that children are aware of the specifically persuasive intent of advertising. It also appears that advertisements can affect product choices, although as with most media effects, there is a range of moderating factors. The research on other concerns, such as the potential of advertising of unhealthy food products to contribute to obesity, is also reviewed. It is concluded that, despite gaps in the research literature, there is evidence that children are affected by advertisements and that regulation of the nature and timing of advertisements directed at children is warranted.

Nevertheless, Comstock and Scharrer (1999) argued that meta-analyses of this work offer “incontestable documentation that empirically there is a positive association between exposure to Television violence and antisocial behaviour.” This may be, although that association is tempered by many other variables that are not consistently controlled in all studies. Paik and Comstock (1994), except that most studies have noted a relationship between heavy viewing of violent television and viewing of all television. Nevertheless, Comstock and Scharrer (1999) argued that meta-analyses of this work offer “incontestable documentation that empirically there is a positive association between exposure to Television violence and antisocial behaviour.” This may be, although that association is tempered by many other variables that are not consistently controlled in all studies. Paik and Comstock (1994), except that most studies have noted a relationship between heavy viewing of violent television and viewing of all television.

## **THEORETICAL EXPLANATIONS FOR THE IMPACT OF THE MEDIA ON VIOLENCE**

Media are clearly not the only, nor the most important, contributors to human social behaviour, but are unquestionably an important source of social influence. Although the relationship between exposure and effects is neither simple nor direct, more than 40 years of research has indicated that television, video games, and internet content can and do influence our feelings, attitudes and behaviours (Anderson et al., 2010; Anderson & Bushman, 2002). In both the long- and the short-term, our experience of media images contributes in significant ways to how we think, act, and feel, and to our broader beliefs about the world and social reality. The imitative modelling of media effects was studied in a series of experiments by Albert Bandura in the 1960s, widely known as the “Bobo doll” studies due to the use of an inflatable plastic doll that children were observed to strike more frequently after watching an adult perform the same activity on video (Bandura et al., 1963). Nevertheless, Comstock and Scharrer (1999) argued that meta-analyses of this work offer “incontestable documentation that empirically there is a positive association between exposure to Television violence and antisocial behaviour.” This may be, although that association is tempered by many other variables that are not consistently controlled in all studies. Paik and Comstock (1994), except that most studies have noted a relationship between heavy viewing of violent television and viewing of all television.

A typical excitation transfer experiment involves participants viewing films, or short clips from films, in different conditions; usually there is a control condition in which the film is neutral, or nonviolent, and at least one experimental condition in which the film is violent. Participants are

then placed in a situation in which they can display aggression or hostility toward a stimulus figure (typically, a confederate of the experimenter). Initial excitation transfer studies (Zillmann, 1971) used Milgram's classic electric shock paradigm, where aggression is measured by the intensity of (simulated) shocks given by the participant to an actor masquerading as a participant in the context of a conditional learning task. Usually, participants in the violent condition display higher levels of physiological arousal during the viewing episode than do those in the control condition. They also display significantly higher levels of aggression in the subsequent task, particularly when anger or frustration has been induced (Freedman, 1986). A typical excitation transfer experiment involves participants viewing films, or short clips from films, in different conditions; usually there is a control condition in which the film is neutral, or nonviolent, and at least one experimental condition in which the film is violent. Participants are then placed in a situation in which they can display aggression or hostility toward a stimulus figure (typically, a confederate of the experimenter). Initial excitation transfer studies (e.g., Zillmann, 1971) used Milgram's classic electric shock paradigm, where aggression is measured by the intensity of (simulated) shocks given by the participant to an actor masquerading as a participant in the context of a conditional learning task. Usually, participants in the violent condition display higher levels of physiological arousal during the viewing episode than do those in the control condition. They also display significantly higher levels of aggression in the subsequent task, particularly when anger or frustration has been induced (Freedman, 1986).

A number of theoretical models and approaches help to explain the complex links between media exposure and its effects. Historically, many of these have been concerned principally with the impact of TV violence on children. However more recently, generalised theories of the ways in which media influence cognition, affect, and behaviour have begun to emerge. Theoretical explanations have increasingly emphasised a range of contextual factors including features of the message, the viewer, and the broader social setting that influence audience reactions. In particular, contemporary theories have argued for a more 'receiver-centred' approach in which the viewer is seen as an active participant who constructs meaning from viewing. Increasingly, such accounts accept that selectivity and intentional choice, attention and involvement are forms of activity that facilitate media effects (Kim & Rubin, 1997). Thus, psychological models of media influence predict variability between individuals in their effects, whilst still allowing for common patterns to emerge.

### **CULTIVATION THEORY:**

One major theoretical approach, cultivation theory (Gerbner, Gross, Morgan, & Signorielli 1994; Signorielli & Morgan, 1990), is an attempt to understand and explain the influence of television as a source of broadly shared images and messages about the world and its people. It concentrates on the enduring and common consequences of growing up and living with television. Gerbner and his colleagues argue that, to the extent that television dominates children's sources of entertainment and information, continued cumulative exposure to its messages is likely to reiterate, confirm and nourish--that is, cultivate--the beliefs, agenda, values, and perspectives that it portrays (Signorielli & Morgan, 1990). From this standpoint, television is a powerful cultural force that produces stable, resistant-to-change and widely shared assumptions, images, values and concepts. It cultivates a mainstream view of what issues are important (e.g., crime, the environment, body image) and what the world is like (e.g., dangerous). Moreover, it cultivates specific value systems, ideologies, and perspectives (e.g., materialism, consumerism, ethnocentrism, individualism, capitalism, social responsibility).

### **SOCIAL LEARNING THEORY AND SOCIAL-COGNITIVE ACCOUNTS:**

While cultivation theory tries to explain media effects on society in general, other psychological theories have been concerned with understanding the long- and short-term effects of media exposure, especially televised violence, on the attitudes and behaviours of individuals, particularly children.

Perhaps the most widely accepted account of the way in which televised content affects the attitudes and behaviours of the developing child is Bandura's social learning theory (1971, 1986). Bandura argued that people learn behavioural responses such as aggression either by direct experience in which their own aggressive behaviour is reinforced or by observing that such behaviour brings rewards to others (that is, through vicarious reinforcement). Further, media characters are -along with parents, peers and others - the sources that provide the text for modelling specific attitudes and behaviour, and attitudes and behaviours that are learned at a young age through habitual exposure to such models are argued to be relatively resistant to change. For instance, through observing the behaviour of televised models, children come to learn which attitudes and behaviours are accepted and rewarded and which are punished, and they will be motivated to imitate media models whose behaviour is rewarded.

### **SOCIAL-DEVELOPMENTAL MODEL:**

Both modelling and cognitive priming accounts are essentially one-directional. Media content is believed to influence audience members. The more integrative social developmental model (Huesmann & Miller, 1994) describes the cognitive basis of learned patterns of social behaviour and places greater emphasis on the reciprocal relationship between the viewer and the medium.

### **DESENSITIZATION:**

In understanding the effects of media content on attitudes and behaviour-and particularly portrayals of violence and aggression-an additional theoretical approach has drawn attention to the potential role of emotion. According to the desensitisation hypothesis, repeated viewing of violence leads to a reduction in emotional responsiveness to violence on the screen and to an increased acceptance of violence in real life. For instance, although young children may initially exhibit intense fright and fear reactions to violent program content (Cantor, 1994), they may become increasingly accustomed to violence in programs and may desire increasingly violent content as they become habituated or desensitised (Drabman & Thomas, 1974). Prolonged viewing of violence by children and adults alike may lead to a reduction in emotional responsiveness to real world violence, to an increased acceptance of violence in everyday life, and to the development of callous attitudes toward victims of violence.

### **MODELS OF PERSUASION:**

The theoretical models above seek to explain the effects of entertainment and current affairs programming on viewers' feelings, thoughts and behaviours. Some literature has also concentrated on the effects of televised messages or media campaigns that are explicitly intended to alter attitudes and behaviour. In some cases, the intentions of television commercials can be regarded as socially desirable, such as those promoting healthy lifestyles. However, the intentions and likely outcomes of others, like much product advertising, are more debatable

Despite these complexities, most reviewers also conclude that convergent generalisations do emerge with sufficient consistency to justify attention by parents, educators, legislators and the industry. Such effects can be summarised as follows: children who watch violence on television or are exposed to violence within video games have a higher likelihood of behaving aggressively in the short term; persistent consumption of violent media is related to an increased likelihood of behaving aggressively in the long term and in some cases this may include serious criminal violence; consumption of violent media is only one of a number of factors which contribute to the tendency to violence and aggression, and its contribution is small to moderate (as is the case for all other measured antecedents of violence); some children enjoy, and develop an appetite for, viewing violent material; viewing violence on television leads to immediate distress and fear in many children; many children retain longer-term recurrent disturbing memories from viewed violence; high levels of violence viewing are associated with heightened general fearfulness about life; these effects are consistent across Western and Eastern cultures; beside increased aggression and fearfulness effects include decreased empathy, and reduced pro-sociality, continual exposure to media violence increases the likelihood that children will be desensitised to real violence; age and gender are important influences on the nature of the effects; boys tend to be more directly affected than girls; negative effects of violent media are more consistently observed in younger than older children; most children's preferences are for exciting and humorous media, and violence is generally unwelcome except for its association with high levels of action; and There is widespread community concern, particularly amongst parents and teachers, based in part on direct experience of the effects of violent media on with children.

It is now widely acknowledged that the media are not a simple mirror of society, reflecting 'the world out there.' If this were so, journalists would simply need to point their camera or recorder in a random direction and let it roll. Rather, active decisions are taken at every stage of the process of producing and transmitting media material, regarding what should be included and what should be omitted, and how and when the content should be presented. It can therefore be argued that the media have the potential to play an active part in shaping and framing our perception of the world, and indeed in affecting the nature of that world.

The role of media in modern life is indispensable, providing information, education and entertainment. It is not our intention to review the nature or extent of these positive influences. Rather, the focus of this paper is on potential negative impacts. Debate has raged about the nature and the extent of the negative impact of some aspects of the media on individuals' values, beliefs, attitudes and behaviours, and on society in general. Further, there is increasing concern over the role of the media in affecting the course of public events, such as international disputes and criminal court cases. At the same time, debate reflects the ongoing struggle to find the appropriate balance between control of media (with censorship as the extreme form of control) and rights to freedom of expression and of choice.

Zillmann and Bryant (1975) examined children at two stages of moral development in a study of empathic responses to a televised fairy tale. Wiegman et al. (1992) found a 0.9 correlation between the amount of anti- and pro-social TV watched. Davis (1983) found that children who scored highly on an empathy scale tended to prefer pro-social Programmes. Media help for children education and provide knowledge. Whether or not media produce the psychological effects claimed by many social scientists, there is no doubt that they are invaluable means of communicating information. Periodically, state agencies as well as private businesses have harnessed the informational power of media in an attempt to promote desirable behaviour, such



as road safety or care with handling fireworks. Media have also played an important role in the communication of health messages, including worldwide publicity about HIV/AIDS (Johnson, Flora, & Rimal, 1997), smoking cessation programmes (Korhonen, Uutela, Korhonen, & Puska, 1998), and warnings about skin cancer risk from sunbathing (Buller, Borland, & Burgoon, 1998).

In many parts of the world, information about social issues is embedded within popular drama. Pro-social soaps (also referred to as “entertainment- education” media) are hugely popular in parts of Asia, Africa, and Latin America (Sherry, 1998; Singhal & Rogers, 1999). These soaps follow the same broad structure as do soaps in Europe and North America, except that the storylines are explicitly pro-social, featuring issues ranging from local subjects (e.g., dowry in India, or agricultural information in Africa), to health issues (e.g., HIV prevention), to global issues (e.g., environmentalism). Even in the West, soaps often feature storylines that are intended to educate as much as entertain.

### **CHILDREN’S SOCIALISATION THROUGH MEDIA**

If television might aid in the development of abstract cognitive structures (or narrative scripts), it may also teach children more directly about how to behave and respond in social situations. We cannot necessarily be complacent about children’s media socialisation. Nevertheless, it could be argued that socialisation involves much more than simply copying behaviour viewed on screen, especially when the behaviour is strikingly inappropriate (as in cartoons or obvious fantasy shows like Superman). One of the most interesting, although under researched, questions about children and media concerns the way in which children come to identify media characters as analogous to people they know in real life. It may be supposed that such awareness develops in tandem with their real-life person knowledge. Bretherton and Beeghly (1982) found that children as young as 28 months were able to offer descriptive terms about real people based on personality traits such as “nice,” “bad,” “naughty,” and so on. The development of more complex character judgments is the subject of a wide literature on childhood cognitive and social development (Yuill, 1992). Some limited research has been conducted on children’s use of trait terms to describe media figures. Reeves and Greenberg (1977) and Reeves and Lometti (1979) used multidimensional scaling techniques to show how children from 7 to 11 years of age evaluate characters on the basis of typical human personality dimensions, but it is not known at what stage, and how, children come to equate the huge variety of anthropomorphic and human figures on television with the people around them in real life, and attribute consistent behavioural patterns and personality traits to them. Bearison, Bain, and Daniele (1982) examined developmental changes in children’s understanding of people on television with reference to Piaget’s theory of cognitive development. For Piaget, the key concept was perspective. Young children are largely egocentric because they do not consider that others might see the world differently; this was famously demonstrated using a model of three mountains and a doll placed on the side of the model opposite from the child. When children under 5 were asked to say what the doll was looking at, they overwhelmingly chose their own visual perspective; it was not until later that they appreciated that the doll might have a different perspective (Piaget & Inhelder, 1969). Bearison et al. applied this theory to children’s perspective of television characters. They showed a short clip from a daytime television drama to 5- and 6-year-olds, 7- through 10-year-olds, and 11- through 14-year-olds. These age groups corresponded roughly to Piaget’s three key stages: preoperational (egocentric), concrete operational (reasoning based only on personal experience), and formal operational (ability to reason using abstract premises). As predicted, the

preoperational children were only able to describe the physical settings and superficial aspects of interpersonal behaviour, whereas children at the concrete operational stage were able to go beyond the appearance of social interaction and actually make some inferences regarding characters' thoughts and feelings, and how these helped to shape the interaction. Similar findings were also obtained in a study by Hoffner and Cantor (1985). The Bearison et al. study could be criticised on a number of grounds, largely because the material used in the film seems to be wholly inappropriate for child participants, dealing largely with adult relationships. It may not be surprising that younger children were unable to follow the subtle psychological complexities of the plot. Furthermore, there were substantial differences between the number of statements the different age groups generated when asked to describe the film, suggesting that linguistic development may explain the findings. Few differences were found between concrete and formal operational children, which the authors took to indicate that "viewers do not on their own attribute complex psychological qualities to television characters" (Bearison et al., 1982). The argument that viewers, even very young viewers, do not automatically attribute psychological qualities to television characters seems highly unlikely given the depth of the discussions that they have at school about real and fictional people on television. It may be that characters on television spring to life only when viewers compare notes—otherwise, they remain two-dimensional images on a screen. The solitary viewer needs the assurance that he or she is not being overly fanciful in making these attributions to mere television images, so when two people meet up and discuss the motives of a soap character they are effectively promoting that character to the status of a real person. Nevertheless, in a study by Babrow et al. (1988), children actually produced more abstract psychological descriptions of child characters on television than of their own peers, although the overall number of concrete behavioural attributes was greater for real children. One explanation for this finding on soaps and "reality TV" later in the book, is that television provides viewers with unique insights into aspects of human character that remain inaccessible in real life. A character in a drama (think of Hamlet, even) is depicted in solitude, articulating his or her own private thoughts, revealing "true" motives for his or her behaviour. Indeed these motives are sewn neatly into the plot—for example, in a "whodunnit" mystery, we treat each utterance as significant, and skilled writing binds these motives into explanations for the behaviour.

## **PARENTAL MEDIATION**

Media "messages" are misinterpreted by audiences—or, at least, not interpreted the way their producers intended. Although it may be hard to force adult audiences to interpret material that challenges pre-existing attitudes and beliefs, children's understanding of media may be shaped strongly by the surrounding social context. If a parent is on hand to explain some of the more difficult or disturbing scenes a child witnesses on television or video, this may help blunt any negative effects that occur during lone viewing. A growing body of literature on the topic of "parental mediation" has examined this parental contribution to children's media use. What does parental mediation consist of? At its simplest, the parent is a co-viewer; this is a contrast with the feared image of TV-as-babysitter, in which—at least in popular lore—the parent dumps the child in front of the set in order to be free to carry out household chores and other activities undisturbed. The concern here is that the child is left vulnerable to the unmediated of violence, sex, aggression, and other undesirable material, and after a certain age may be competent enough to actively select and operate "video nasties" left unattended on the shelf by the negligent parent. When the adult views television with the child, there is an opportunity to discuss and

explain some of the more disturbing material, and to consolidate the pro-social or educational content.

How far should we be concerned about children's lone television use? A study by St. Peters, Fitch, Huston, Wright, and Eakins (1991) found that children below the age of seven watched around 75% of children's television by themselves, but this figure was notably lower for comedy, drama news, and sport programmes. Ironically, given the "video nasty" fears, children are much more likely to view adult material when co-viewing with an adult; in other words, it is the adults who make the decisions about viewing material. However, it might be that co-viewing tends to be incidental (e.g., children being allowed to stay up late especially to watch an adult programme with their parents). Of course, the view of many parents is that the only way to prevent children from watching undesirable media is simply to prohibit viewing. St. Peters et al. found that, in their sample, restricted viewers generally saw less of everything—in other words, rather than controlling the quality of television their children watch, restrictive parents simply control the quantity ("One hour and no more!") There are several problems with blanket restrictions on viewing: Policing exposure to undesirable media is virtually impossible; even if preschool children can be protected from it, they are likely to find out eventually; and the "forbidden fruit" effect may be stronger for children whose media use is subject to such censure. Nevertheless, a 1988 Gallup poll in the United States found that adults were seven times more likely to change channel, or forbid viewing, rather than discuss undesirable content (Austin, 1993).

The significance of mediation was realised by the early creators of children's media at the BBC, where the radio schedule was entitled Listen with Mother and the corresponding television schedule watch with Mother. The pattern of contemporary domestic media use is vastly different, of course, with so many young children owning their own television sets, and having the ability to operate video playback. Therefore, the need for parents and children to share viewing experiences assumes greater importance than in the past. Nor is simple co-viewing the answer; Austin (1993) argued that effective mediation requires parents to discuss the programme content with the child, perhaps explain ambiguous or disturbing material, or follow up on concepts from the viewing session.

Not only might there be different styles of mediation for different material, but there may be differences between the mediators themselves. Valkenburg, Krcmar, Peeters, and Marseille (1999) identified three different mediation styles among parents: social co-viewing, when parents and children watch together but do not discuss content; restrictive mediation, when parents prohibit watching certain material; and instructive mediation, which involves discussion and explanation. It could be argued that only the third style qualifies as mediation in the classic sense because, as Austin (1993) argued, simple co-viewing and prohibitive viewing are largely ineffective means of modifying children's interpretation of television. Austin, Bolls, Fujioka, and Engelbertson (1999) examined mediation in more depth in a telephone survey with 255 adults, and identified four mediation styles. Non-mediators are parents who might co-view with children but never discuss content. Optimists are those whose mediation consists of mostly positive comments about the content, and who tend to be generally trusting of television (even using it as a "babysitter"). Pessimists make generally negative or sceptical comments to their children, and tend to be generally distrustful of television, watching less prime-time material. Selective are mediators with a more or less equal balance of negative and positive contributions. The nature of parent-child discussions about television are therefore likely to rely heavily on parental attitudes toward the media. They are also likely to rely on existing communication patterns within



families and on general parenting style (Gunter & McAleer, 1997). Furthermore, we need to appreciate that adults may fail to pick up on the salience of much media content, particularly pro-social material. “Pessimists” may moderate the effects of media violence on their children but fail to compensate by not reinforcing pro-social messages. Parents play importance role in Development of Children’s Understanding of the Fantasy–Reality Distinction in Television.

### **Conclusion:**

Media has concerned the impact of televised violence and violence contained within video games on children and concluded that exposure to Media and video game violence leads to increased aggression, an effect that has been demonstrated both as a short term consequence and longer-term effect of excessive exposure. Parents commonly express concern over advertising directed at children, perceiving it as a source of conflict with their children who demand advertised products that parents may feel are inappropriate, and also fearing that it may lead them to adopt overly materialistic values. Media play Importance role in child socialization processes and it play role to teach child cultural values and beliefs. Media also play role in Children education and their awareness about Global issues. Parental Mediation play Importance role to Increase Positive effect of media on children and reduce Negative effect of Media on children.

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## **A Comparative Study on Dimensions of Role Efficacy between Top and Middle Management of Universities in Rajasthan**

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### **ABSTRACT**

Role Efficacy showed higher Organizational effectiveness. This depicts that with higher role efficacy in the organization, the employees were more effectively. The purpose of the present research work is to compare role efficacy of top and middle management employees of universities of Rajasthan. Respondents were directly contacted for filling up the standard questionnaire of Role Efficacy Scale, developed by Dr. Udai Pareek. The ten dimensions of role efficacy namely (Centrality, Self-role integration, Proactivity, Creativity, Inter-role linkage, Helping relationship, Superordination, Influence, Personal growth and Coordination ) were analysed through t-test. The results conclude that there is significant differences on dimension (self role integration, creativity and inter role linkage) of role efficacy of top and middle management. The significance of the study is based on the challenges facing higher education and to improve their academic standard through role efficacy of top and middle level management.

**Key words:** Role efficacy, Top management, Middle management

### **Introduction**

The word "university" is derived from the Latin word universitas magistrorum et scholarium, which roughly means "community of teachers and scholars." The university's employees played different roles in the university to execute various tasks. They have required proficiency in his jobs so we have to needed study of role efficacy of employees of universities. Role Efficacy showed higher Organizational effectiveness. This depicts that with higher role efficacy in the organization, the employees were more effectively Role efficacy mean's a person's capacity for producing a desired result or effect; effectiveness. *In other words* it means potential effectiveness of an individual occupying a particular role in university.

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## Review of Literature

Tochukwu M. Oguebe et. al. (March, 2014) research conducted on “Role of Self –Efficacy and Sex on Work Centrality among Workers” This study investigated the role of self-efficacy and sex on work centrality among workers. Work centrality is an important psychological construct that can influence a variety of work related outcome as well as impact a person’s life beyond work. This study has an accumulated research work on centrality and furthered our understanding of its network. People who value work as an important part of their life, are committed to their organization and occupation, remain with their organization longer, make money, experience less psychological symptoms and are more satisfied with their job and life. They work longer hours and are ready to embark on any challenging task without fear of failure, and commit themselves less to activities outside of their work environment

**Objectives of the Study:** The objectives of the present research are as follows:

1. To study the role efficacy in the Top and Middle Management employees of universities of Rajasthan.
2. To study the various dimensions of role efficacy namely Centrality, Self-role integration, Proactivity, Creativity, Inter-role linkage, Helping relationship, Superordination, Influence, Personal growth and Coordination of university employees.
3. To compare the various dimensions of role efficacy between Top and Middle Management employees of universities.
- 4.

**Methodology:** First of all the head of the institutions were contacted and after taking permission for data collection, respondents were contacted at their comfort zone of time. Then the Role Efficacy Scale questionnaires were distributed and collected after 45 minutes. Thereafter scoring was done with the help of manual and interpretation was done. Thereafter t-test was applied for the comparison of top and middle management university employees in the context of various dimensions of role efficacy.

**Tool:** RES (Role Efficacy Scale) by Udai Pareek was used. The scale consists of 10 dimensions of role efficacy namely Centrality, Self-role integration, Proactivity, Creativity, Inter-role linkage, Helping relationship, Superordination, Influence, Personal growth and Coordination. The test is reliable (reliable coefficient 0.68) and valid (validity coefficient 0.51)

## Research Design

Data were collected from 270 employees drawn from Public, Private and Deemed Universities. For testing the differences on present role efficacy between Top and Middle management, the distribution of sample is as follows: Top management= 180; Middle management =90.

**Sample:** The sample consisted of a total number of 180 top management (academic) and 90 employees middle management from six universities of Rajasthan.

## ANALYSIS AND DATA INTERPRETATION

**There will be no significant difference among Top and Middle Management regarding dimensions of role efficacy namely Centrality, Self-role integration, Proactivity, Creativity,**



### Inter-role linkage, Helping relationship, Superordination, Influence, Personal growth and Coordination of University's employee.

#### Comparison of Top and Middle Management on dimensions of Role efficacy

Dimensions	Type of Management	N	Mean	S.D.	Mean Diff	t	p value
Centrality	Top	180	2.13	.994	.144	1.141	.255
	Middle	90	1.99	.954			
Self-role integration	Top	180	2.94	1.282	.361	2.192	.029
	Middle	90	2.58	1.263			
Proactivity	Top	180	2.02	1.307	.167	.989	.324
	Middle	90	1.86	1.303			
Creativity	Top	180	2.87	1.073	.283	2.028	.044
	Middle	90	2.59	1.101			
Inter-role linkage	Top	180	2.79	1.251	.367	2.280	.023
	Middle	90	2.42	1.236			
Helping relationship	Top	180	2.51	1.676	.206	.953	.341
	Middle	90	2.30	1.659			
Superordination	Top	180	1.57	1.473	.156	.831	.407
	Middle	90	1.41	1.405			
Influence	Top	180	2.12	1.363	.183	1.048	.296
	Middle	90	1.93	1.339			
Personal Growth	Top	180	2.27	1.217	.133	.866	.388
	Middle	90	2.13	1.144			
Coordination	Top	180	3.42	1.182	.244	1.580	.115
	Middle	90	3.18	1.232			

The above table shows that 't' score for centrality dimension of role efficacy is found to be 1.141 which is insignificant at 0.05 level it infers that there is no significant difference on centrality dimension of role efficacy between top and middle management. The above table indicates that 't' score for self-role integration dimension of role efficacy is found to be 2.192 which is significant at 0.05 level it infers that there is significant differences on self-role integration dimension of role efficacy between top and middle management. The above table reflects that 't' score for proactivity dimension of role efficacy is found to be 0.989 which is insignificant at 0.05 level it infers that there is no significant difference on proactivity dimension of role efficacy between top and middle management. The above table depicts that 't' score for creativity



dimension of role efficacy is found to be 2.028 which is significant at 0.05 level it infers that there is significant differences on creativity dimension of role efficacy between top and middle management. The above table reveals that 't' score for inter-role linkage dimension of role efficacy is found to be 2.280 which is significant at 0.05 level it infers that there is significant differences on inter-role linkage dimension of role efficacy between top and middle management. The above table observes that 't' score for helping relationship dimension of role efficacy is found to be 0.953 which is insignificant at 0.05 level it infers that there is no significant difference on helping relationship dimension of role efficacy between top and middle management. The above table refers that 't' score for superordination dimension of role efficacy is found to be 0.831 which is insignificant at 0.05 level it infers that there is no significant differences in superordination dimension of role efficacy between top and middle management. The above table exhibits that 't' score for influence dimension of role efficacy is found to be 1.048 which is insignificant at 0.05 level it infers that there is no significant difference on influence dimension of role efficacy between top and middle management. The above table refers that 't' score for personal growth dimension of role efficacy is found to be 0.866 which is insignificant at 0.05 level it infers that there is no significant difference on personal growth dimension of role efficacy between top and middle management. The above table exhibits that 't' score for coordination dimension of role efficacy is found to be 1.580 which is insignificant at 0.05 level it infers that there is no significant difference on coordination dimension of role efficacy between top and middle management.

### **Interpretation**

- **Centrality dimension of Role Efficacy** Top and Middle management do not differs significantly on Centrality dimension of organizational role efficacy. It may be due to both types of management have similar level of potential effectiveness.
- **Self Role Integration dimension of Role Efficacy** Top and Middle management differs significantly on Self Role Integration dimension of organizational role efficacy. Top management had significantly more Self Role Integration from Middle management it may be due to Top management have more strength, experiences, and special skills to make Self Role Integration.

- **Proactivity dimension of Role Efficacy** Top and Middle management do not differs significantly on Proactivity dimension of organizational role efficacy. Top and middle management have to similar power to executes all decision with take initiative at university level.
- **Creativity dimension of Role Efficacy** Top and Middle management differs significantly on Creativity dimension of organizational role efficacy. Top management had significantly more Creativity from Middle management it may be due to Top management having more opportunities to be creative and they used new and unconventional ways to solving problems then Middle management.
- **Inter Role Linkage dimension of Role Efficacy** Top and Middle management differs significantly on Inter Role Linkage dimension of organizational role efficacy. Top management had significantly more Inter Role Linkage from Middle management it may be due to Top management executes important role in the university by nature organization.
- **Helping Relationship dimension of Role Efficacy** Top and Middle management do not differs significantly on Helping Relationship dimension of organizational role efficacy. Top and Middle management having equally Helping Relationship it may be due to Top and Middle management executes strategic Planning and implement to entire organization.
- **Superordination dimension of Role Efficacy** Top and Middle management do not differs significantly on Superordination dimension of organizational role efficacy at university level. It may be due to they have serve at similar level of systems, groups and entities beyond the organization.
- **Influence dimension of Role Efficacy** Top and Middle management do not differ significantly on Influence dimension of organizational role efficacy. It may be due to they have similar power to Influence larger section of society.
- **Personal Growth dimension of Role Efficacy** Top and Middle management do not differs significantly on Personal Growth dimension of organizational role efficacy. It may be due to Top and Middle management employees have more and similar opportunities for personal growth.
- **Confrontation dimension of Role Efficacy** Top and Middle management do not differ significantly on Confrontation dimension of organizational role efficacy. It may be due to

Top and Middle management are super position holders to listen the employee's problem and solve them

### **Findings**

The Top management perform more better on self-role integration, creativity and inter-role linkage in comparison of middle management at university level. It was found that there is significant difference in dimension of role efficacy between top and middle management.

### **Conclusions**

There is significant difference between Top and Middle management on dimension Self-role integration, Creativity and Inter-role linkage.

### **Recommendations**

1. Top management maintained all three main subsystems of role efficacy such as self-role integration, creativity and inter-role linkage. While middle management required all three subsystem.
2. The Role Efficacy refresher program for both levels top and middle should be organized, so that employees can perform better at both levels.

**Limitation of the Study:** This research is limited to the top and middle management of educational sector of Rajasthan. This study relied on self report and surveyed data.

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Tochukwu M. Oguebe et. al. (2014) "Role of Self-Efficacy and Sex on Work Centrality among Workers" *International Journal of Humanities and Social Science* Vol. 4, No. 5(1).

## Stress Manage by Yoga

Dr. Jayesh N. Bhalala\*

### ABSTRACT

Stress management is the need of the hour. However hard we try to go beyond a stress situation, life seems to find new ways of stressing us out and plaguing us with anxiety attacks. There can be innumerable stress factors since different individuals react differently to the same stress conditions. The brain doesn't differentiate between real and imagined stress. Failure in adopting a realistic attitude to events creates symptoms of depression and aggravates stress situations. Do "stressed out" parents necessarily have stressed out kids? Besides being at higher genetic risk for stress, children of stressed parents can also learn the tendency to get stressed out in reaction to life's challenges from their parents. "Children of stressed out parents are more likely to be ill equipped to handle stressors positively. Research shows that nicotine dependency actually increases stress levels in smokers-adults and adolescence alike. Adolescent smokers report increasing levels of stress as they develop regular patterns of smoking. The repeated occurrence of stressed moods between smoking means that smokers tend to experience distinctly above-average levels of daily stress. When adults quit smoking, they become less stressed rather than more stressed. Reduces stress hormones (studies shows, laughter induces reduction of at least four of neuroendocrine hormones—epinephrine, cortisol, dopac, and growth hormone, associated with stress response). It is well known that either a quick or constant stress can induce risky mind-body disorders. Stressed out individuals carry a great deal of physical tension in their bodies. Under stress the stiff muscles restrict the circulation of blood. Yogic asanas, meditation and breathing can help stress affected persons in many ways such as: (1) Reduce stress and tension. and (2) Mindfulness meditation helps stress reduction, improving physical and mental health.

*Keywords: 'STRESS MANAGEMENT, YOGA'*

### INTRODUCTION

Stress management is the need of the hour. However hard we try to go beyond a stress situation, life seems to find new ways of stressing us out and plaguing us with anxiety attacks. Moreover, be it our anxiety, mind-body exhaustion or our erring attitudes, we tend to overlook causes of stress and the conditions triggered by those. In such unsettling moments we often forget that stressors, if not escapable, are fairly manageable and treatable. Stress, either quick or constant, can induce risky body-mind disorders. Immediate disorders such as dizzy spells, anxiety attacks, tension, sleeplessness, nervousness and muscle cramps can all result in chronic health problems. They may also affect our immune, cardiovascular and nervous systems and lead individuals to habitual addictions, which are inter-linked with –

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-stress. Like "stress reactions", "relaxation responses" and stress management techniques are some of the body's important built-in response systems. As a relaxation response the body tries to get back balance in its homeostasis. Some hormones released during the 'fight or flight' situation prompt the body to replace the lost carbohydrates and fats, and restore the energy level. The knotted nerves, tightened muscles and an exhausted mind crave for looseners. Unfortunately, today, we don't get relaxing and soothing situations without asking. To be relaxed we have to strive to create such situations.

## RECOGNIZE STRESS

It is important to recognize whether you are under stress or out of it. Many times, even if we are under the influence of a stressful condition and our body reacts to it internally as well as externally, we fail to realize that we are reacting under stress. This also happens when the causes of stress are there long enough for us to get habituated to them. The body constantly tries to tell us through symptoms such as rapid palpitation, dizzy spells, tight muscles or various body aches that something is wrong. It is important to remain attentive to such symptoms and to learn to cope with the situations. We cope better with stressful situation, when we encounter them voluntarily. In cases of relocation, promotion or layoff, adventurous sports or having a baby, we tend to respond positively under stress. But, when we are compelled into such situations against our will or knowledge, more often than not, we wilt at the face of unknown and imagined threats. For instance, stress may mount when one is coerced into undertaking some work against one's will. Listing the causes of stress is tricky. There can be innumerable stress factors since different individuals react differently to the same stress conditions. Extreme stress situations for an individual may prove to be mild for another, for yet another person the situations might not qualify as stress symptoms at all. Stress is often termed as a twentieth century syndrome, born out of man's race towards modern progress and its ensuing complexities. For that matter, causes such as a simple flight delay to managing a teenage child at home can put you under stress. A stress condition can be real or perceived. Yet, our brain reacts the same way to both causes of stress by releasing stress hormones equal to the degree of stress felt. The brain doesn't differentiate between real and imagined stress. It could happen while watching a horror movie or when one is apprehensive of some imminent danger.

## ATTITUDE

It is said that life acts and you react. Our attitude is our reaction to what life hands out to us. A significant amount of stress symptoms can be avoided or aroused by the way we relate to stressors. Stress is created by what we think rather than by what has actually happened. For instance, handling adopted children, adolescents, academic failures, retirements, tax audits or sudden loss of money needs a relaxed attitude, focused will and preparedness to face the quirks of life positively. Otherwise one tends to feel stressed and reacts in anger and frustration. With a better control of attention one can feel that the world is a more congenial place to live in. Again, in case of a marital conflict, instead of adopting an accusing and frustrating attitude such as—"You made my life hell" or "You are not meeting my emotional needs," the American clinical psychotherapist Willard F. Harley suggests that accepting—" Yes, we have a problem", helps clear the clouds. Failure in adopting a realistic attitude to events creates symptoms of depression and aggravates stress situations. "Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. I am convinced that life is 10 per cent what

happens to me and 90 per cent how I react to it. And so it is with you..." says Charles Swindoll, author and public speaker. A right attitude can make a resilient person out of us in the face of stressful situations.

### **LIFE EVENTS**

Major life events such as a divorce, death, midlife crisis, financial worries, persistent strain of caring for a chronically sick child, nagging health problems or managing a physically or mentally challenged family member can act as potential stressors. Even conditions such as prolonged unemployment or a sudden lay-off from a job can leave you under tremendous stress. One just can't wish away situation. Moreover one has to live through these situations, in the right spirit, to make living a worthwhile experience. Stress also comes from our personal and social contexts and from our psychological and emotional reactions to such conditioning. Here, our mental and emotional disposition, built over the years, decides whether to accept these situations with a fighting or fleeing spirit. Accordingly, we may either be under harmful influences of stressors or be out of it. Children and women subjected to mental or physical abuses are known to suffer from tremendous stress symptoms of depression, constant anxiety and burnout. Though anger, fear and other negative emotional reactions are natural and necessary we need to channel them constructively to create a balanced state in our body and mind.

### **GENES AND EXPERIENCES**

Do "stressed out" parents necessarily have stressed out kids? To this query Dr. Roxanne Dryden-Edwards, a senior Psychiatrist and Assistant Professor of Psychiatry at John Hopkins University School of Medicine, answers: "While no parental issue guarantees that the same issue will be duplicated in their children, parental stress certainly places the children at a great risk of becoming stressed as well. Besides being at higher genetic risk for stress, children of stressed parents can also learn the tendency to get stressed out in reaction to life's challenges from their parents." Doctors at Mayo Clinics, USA, opined that situations that create stress are as unique as you are. Your personality, genes and experiences influence how you deal with stressors. A research article published in the British Medical Journal, suggests: "The psychological state of the mother may affect fetal development." It could be caused by stress induced reduced blood flow through the arteries that feed the uterus. It could also create a mental as well as physical predisposition to certain diseases and behavioral patterns in the later life of a child. It's identified that specific genes govern three endorphin groups, which constitute our stress hormones. Hence, our reactions to physical and emotional stress could also be "genetic." In other words, how our parents or great-grandparents responded to stressful situations may in part determine how we handle ourselves today! Children of stressed out parents are more likely to be ill equipped to handle stressors positively. They may suffer from emotional disturbances, depression, aggressive behavior or confusion besides chances of weak physical constitutions, which again can be a source of anxiety.

### **SMOKING**

The relationship between tobacco smoking and stress has long been an area for controversy. The paradox is, although adult smokers state smoking help them feel relaxed, at the same time they report feeling more stressed than nonsmokers. Research shows that nicotine dependency actually increases stress levels in smokers-adults and adolescence alike. Adolescent smokers report increasing levels of stress as they develop regular patterns of smoking. They gradually become



less stressed over a time when they manage to quit smoking. Whatever may be the personal accounts of the smokers, clinical evidence reaffirms that smoking is associated with heightened stress.

### **THE RESEARCH RESULTS ON SMOKING AND STRESS**

- Contrary to the belief that smoking is an aid for mood control; it actually heightens tension, irritability and depression, during nicotine depletion in body. This mood swing arises between smokes or during periods of nicotine abstinence. And dependent smokers need nicotine to remain feeling normal. Studies reveal more than 80 per cent of adult smokers respond positively to statements such as "Smoking relaxes me when I am upset or nervous," and cigarette smoking was "relaxing" or "pleasurable." Interestingly, when nicotine abstinence is monitored in smokers they typically report a pattern of repetitive mood fluctuations, with normal moods during smoke inhalation followed by periods of increasing stress between cigarettes. These mood fluctuations also tend to be strongest in the most dependent smokers. Though smoking briefly restores their stress levels to normal, they soon need another cigarette to forestall abstinence symptoms. The repeated occurrence of stressed moods between smoking means that smokers tend to experience a distinctly above-average levels of daily stress. In the U.K. Health and Lifestyle Survey of 9,003 participants, significantly more smokers than nonsmokers reported feeling constantly under stress and strain. This is also true with adolescent and male shift workers, who are nicotine dependants.
- In an effort to answer why smokers report stress during nicotine abstinence, studies found that smokers may be constitutionally neurotic. Alternatively, their stress may be caused by nicotine dependency. Studies suggested that nicotine helps constitutionally anxious (i.e., neurotic) individuals cope with stress. When adults quit smoking, they become less stressed rather than more stressed. There is no evidence that smokers suffer without tobacco or nicotine (other than during the initial brief period after quitting. There is also no neurochemical rationale for predicting that nicotine should alleviate stress, because it is a cholinergic agonist with sympathomimetic rather than sedative properties.
- The indirect coping strategy of "lighting up" under stress instead of tackling the problem can leave the real problem unresolved. The frequent failure of smokers to tackle problems may provide a further reason why they suffer from more stress than do nonsmokers. The majority of smokers recognize that smoking is physically unhealthy but mistakenly believe, it has positive psychological functions. However, smokers need to become aware of why these beliefs are incorrect.

### **What Laughter Can Do Against Stress And Its Effects?**

- Laughter lowers blood pressure and reduces hypertension.
- It provides good cardiac conditioning especially for those who are unable to perform physical exercise.
- Reduces stress hormones (studies shows, laughter induces reduction of at least four of neuroendocrine hormones—epinephrine, cortisol, dopac, and growth hormone, associated with stress response).
- Laughter cleanses the lungs and body tissues of accumulated stale air as it empties more air than it takes in. It is beneficial for patients suffering from emphysema and other respiratory ailments.



- It increases muscle flexion, relaxation and fluent blood circulation in body.
- Boosts immune function by raising levels of infection-fighting T-cells, disease-fighting proteins called Gamma-interferon and disease-destroying antibodies called B-cells.
- Laughter triggers the release of endorphins—body's natural painkillers.
- Produces a general sense of well-being.

It is well known that either a quick or constant stress can induce risky mind-body disorders. Immediate disorders like dizzy spells, anxiety, tension, sleeplessness, nervousness, muscle cramps can result in chronic health problems when we constantly remain under stress. Besides prescribed drugs, there are extremely effective holistic methods to tackle the impairing influence of stress. Some of them are age-old techniques whereas many lost therapies have been retrieved and being applied in new manners for alleviation of stress and its effects.

## Yoga

Stressed out individuals carry a great deal of physical tension in their bodies. In these cases the natural unblocking effected by yoga postures are helpful. When one rests between postures, abdominal tension is released from the body promoting deep breathing. The benefits of yoga postures (*asana*), breathing (*pranayama*), and meditation (*dhyana*) include increased body awareness, release of muscular tension and increased coordination between mind-and body. It helps in better management of stress and ensures an overall feeling of well being. Some custom made yogic techniques include *Sudarshan Kriya* by Sri Sri Ravishankar, *Sahaja Samadhi* by Ma Anandmayee and *Kriya Yoga* by Paramashansa Yogananda—are three widely practiced techniques of yoga devised by three epoch making spiritual gurus. The ancient therapeutic traditions as well as modern medical research speaks about the intimate relationship between our breathing patterns and our physical, emotional, mental, and spiritual health. They have shown how natural healthy respiration not only increases longevity and supports our overall well-being and self-development, but also helps in medical conditions such as asthma, poor digestion, insomnia, low energy, high blood pressure, anxiety, panic attacks, heart ailments, and many other problems.

## How Stress Affects Our Natural Breathing Pattern

With each inhalation, oxygen (pure air) enters into our body and triggers off the transformation of nutrients into fuel. With each exhalation carbon dioxide (toxic air) is eliminated from our body. Presence of oxygen purifies the blood streams and helps invigorate each cell. Sufficient amount of oxygen is required to maintain the vitality of our body organs.

In normal conditions the body follows a natural breathing pattern that is slow and regulated. Under stress when the body shows symptoms such as tightening of muscles, distractions, anxiety, hyperactivity and angry reactions et al, breathing becomes quick and shallow. One tends to hold one's breath, frequently. With restricted breathing inflow of oxygen is restricted. Lungs are unable to exhale the stale airs and residual toxins build up inside the body. Under stress the stiff muscles restrict the circulation of blood. So, even less oxygen comes in and fewer toxins are removed. It affects the healthy regeneration of cells. Medical studies show that the oxygen-starved cells are the major contributing factors in cancer, immunity deficiency, heart disease and strokes. Breathing also affects our state of mind and consequently makes our thinking either confused or clear.

When breathing is slow, deep and full, the lungs work more, the diaphragm moves well, the intercostals, back and abdominal muscle work, drawing in extra oxygen to the blood stream. Increased oxygenation purifies blood and stimulates healthy functioning of cells, glands and muscles.

Hence, a regulated and mindful breathing pattern has been held vital to maintaining the highest level of physical health by yoga. Another positive result of conscious breathing is its calming effect on the emotions, reducing fear and anxiety in the nervous system. Regulated and mindful breathing, dynamic movement of the head, shoulders and arms during the practice of breathing and meditation promote concentration and relaxation.

Yogic *asanas*, meditation and breathing can help stress affected persons in many ways such as:

- Improve muscle tone, flexibility, strength and stamina
- Reduce stress and tension. They help in the cure of depression and obsessive-compulsive disorders. They calm the frenzy, clear mental clutter and allow us to get back in touch with ourselves.
- Mindfulness meditation helps stress reduction, improving physical and mental health. Many patients undergoing yogic stress-cure techniques show dramatic changes in attitudes, beliefs, habits, and behaviors.
- They help boost self esteem in patients, imbining a sense of purpose in their life. They help in giving us control of ourselves.
- Improve concentration, creativity, and above all a sense of well being and calm.
- Yogic techniques have the potential to cure various stress related diseases and symptoms, as it lowers body fat, improves blood circulation, stimulates the immune system.
- Yoga breathing shows promising results in the treatment of pulmonary and autonomic function in asthma patients.

## CONCLUSIONS

Stress management is the need of the hour. Failure in adopting a realistic attitude to events creates symptoms of depression and aggravates stress situations. Do "stressed out" parents necessarily have stressed out kids? Besides being at higher genetic risk for stress, children of stressed parents can also learn the tendency to get stressed out in reaction to life's challenges from their parents."When adults quit smoking, they become less stressed rather than more stressed. Reduces stress hormones (studies shows, laughter induces reduction of at least four of neuroendocrine hormones—epinephrine, cortisol, dopac, and growth hormone, associated with stress response).It is well known that either a quick or constant stress can induce risky mind-body disorders.Stressed out individuals carry a great deal of physical tension in their bodies.Under stress the stiff muscles restrict the circulation of blood. Yogic asanas, meditation and breathing can help stress affected persons in many ways.

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## Concept of Space: Sri Madhvacarya

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### INTRODUCTION:-

Sri MadhavaCarya (1238-1317) was the Founder of the Dvaita System which is one of the three principle schools of vedanta. After the system of Sankaracarya and Ramanujacarya he had been well established. The reasons which led him to establish doctrinal differences and ideological dissatisfy faction with contemporary trends and schools of thought within and without Hindusim and Particular with the time. Madhva could not agree with Ramanujacarya on many Point of Theistic Loctrine. Madhva called his system “Tattvavada (Realism) It is described by vidyaranayainhissarvadarsansarigraha as “Purnaprajnadarsana.” Purnaajana and Anandatirtha are other names of Madhavecarya. There are so many concept sides by the Madhvacarya but hare we discuss the theory of space of Madhvacarya.

### THEORY OF SPACE BY MADHAVACARYA

The Hindu theory of Mahaparlaya which can be given in the Rigveda presupposes an absolute theory of time and space accord ding to which they have a being in themselves apart from the thing in space and even in time. Space and Time must exhypothesi be infinite. It we deny we faced logical difficulty of conceiving a boundary to limit space and time. We must recognize more space and more time beyond them and this will lead to a regress. In Nyayamrta.<sup>(1)</sup>

“अत्र देशोनास्ति’ इदानींकालोनास्ति’ इत्यस्य व्याहतत्वात्देशकालयोः परिच्छेदनिरूपणयापि तयोरपपरिच्छेद सिद्धिः। देशकालयोःस्वोपाधौ निषिद्धे विरोधेन, अविरोधाय निषेधोपाधितयादेशकालान्तरयोरावश्यकत्वाच्च ।”

Here there is no debut that conception of infinite space and Time also has its difficult of involving the contradiction of a completed infinite. But Madhava thought with its most serviceable concept of svarupavisesas overcomes this difficulty and makes it possible to held that space and time have infinite potential divisibility and have existence in themselves through visesas.<sup>(2)</sup> The concept of space as Avyakrtakasa in madha vas Philosophy must be recognized to be a remarkable advance in vedantic thought, it we consider Thibaut’s comment in vol-II page – 3-

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-of his translation of Sankara's BrhamasutraBhasya that " the Vedanta's do not clearly distinguish between empty space and an exceedingly fine matter filling all space which, how even attenuate is yet one of the elements and as such belongs to the same cite gory as air, fire, water and earth." Madhava very much aware of a necessary distinction<sup>(3)</sup>

“भूतमप्यसितं दिव्यदृष्टिगोचरमेव तु ।  
उत्पद्यते, अव्याकृतं हि गगनं साक्षिगोचरम् ।  
प्रदेश इति विज्ञेयं नित्यं नोत्पद्यते हि तत् ।”

and its scientific significance<sup>(4)</sup>

“अवकाशमात्रं ह्याकाशः कथमुत्पद्यते अन्यथा ?

He therefore holds that space and time are distinct entities, intuited by saksi and that they are not merely forms of intuition” as in kantian thought. Otherwise they could not intuited.<sup>(5)</sup>

“गगनं साक्षिगोचरं प्रदेश इति विज्ञेयम् ।”

The Madhav views of space and Time is much ahead of the other Indian Schools it is also modern in same point of view. with the doctrine of saksi and VisesasMadhava hold possibilities for the future fometaphysics. Space is termed “Avyakrtakasa” by Madhava as distinguished from “ Bhutakasa”. The former is eternal and uncreated and the latter is a product of matter. This twofold classification of Akasa is a special feature of Madhava's Philosophy. It is tersely termed as “Akasadvaitam” by Jaytirtha and Vysatirtha.<sup>(6)</sup>

The Nyaya – vaisesikas hold that there is one eternal ubiquitous space (Vibhu) which is not open to perception but is only inferred from the spatial characteristics of proximity, remoteness, etc. But spatial properties and relations like distance, size etc. can be perceived directly through touch, sight etc. The Mimasakas hold similar views. Some Naiyayikas regard space as perceived by the visual sense. Jayatirthadismises this as impossible on the Nyayaviews that space is colorless. Nor can space be left to be entirely inferred through sound as even the congenitally deaf have a perception of space.

Madhav's theory of the intuitive perception of space and time has received assent from many modern European thinkers.

### SCIENTIFIC VIEW OF SPACE

The ordinary scientific view of space is what makes movement possible. The idea of possible movement is formed by abstraction from the experience of movement. This is circuitous. Madhava says that we cannot understand movement as such without being already conscious of space. Space explains movement. He therefore suggests that space must be accepted

as a reality given by direct perception, not of the ordinary senses but of saksi which is specially fitted to sense the super sensuous. No memory of movement is therefore, necessary to establish space inferentially and mentally as some of the older Naiyayikas thought and some modern, philosophers do.

Madhava's definition of space as distinguished from ether is true to its essential nature of providing room for bodies to exit.

“अवकाशमात्रं ह्याकाशः”<sup>(७)</sup>

This is explained by Vyasthitha as ‘अवकाश प्रदत्वम्’. This is supported by a passage from the Bhagavataquoted by Madhava. He holds that space and time are infinitely divisible into father spaces and further parts of time each such part being held to be a “ natural” part of it and not merely conditioned by Upadhis. For Upadhis according to Madhava are not so much the causes of distinction (भेदकारकाः) as ‘pointers’ (ज्ञापकाः) thereof.

“अवकाशमात्रं ह्याकाशः कथमत्पद्यते ऽन्यथा ।  
यद्यनाकाशतापूर्वं किं मूर्तनिबिडं जगत् ? ॥”<sup>(८)</sup>

He shows that it is logically in conceivable that space is created.

We cannot conceive of the antecedent non-existence of space anywhere it space is to be created. Production also needs a material stuff and there is no such stuff out of which space could be created. If Prakrti is that stuff the question could be repeated in respect of it as to why it should alone be uncreated. If the reply is that production of Prakrti from stuff is inconceivable the same thing could be said of space also. Madhava pleads strongly that space must be accepted as an uncreated and eternal substance a view which receives striking support from the remarks of Herbert Spencer. If space is created is must have been previously nonexistent. The non-existence of space is absolutely inconceivable then necessarily, its creation is absolutely inconceivable.”<sup>(9)</sup>

## CONCLUSION

Above all discussion we can conclude that as a vedantin believing in the Brhmakaranatvavada of the entire universe Madhava want to reconcile the essential uncreated nature of space with the vedantic axiom that everything in the universe is in some sense created by Brhman by interpreting the creation of eternal substance like space and time in a pickwickian sense of “Paradhinavisesapti” (पराधीनविशेषाप्ति)<sup>(10)</sup> Here we can see that in that sense



Madhava has been the only vedantic Acharya who had the right insight in to the metaphysical significance of the principle of samanvaya enunciated by the Sutrakara.

He explains the references to actual creation of Akasa in Upanisadic cosmology as referring only Bhutakasa and this is the reason why he has admitted two kinds of Akasa in his system.

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